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AUTHOR Thompson, Louise, Ed.
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ABSTRACT

This how-to handbook describes a two-day, one-day and two-hour program suitable for use in a counselor education curriculum. Materials include introductory exercises, pre- and post-test instruments, communication activities, lectures and evaluation sheets. The focus of the project is to raise the consciousness of professionals in regard to sex equality. (BN)

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FOR WOMEN AND FOR MEN:

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SEX EQUALITY IN COUNSELOR EDUCATION AND SUPERVISION

CG 012971

FOR WOMEN AND FOR MEN: SEX EQUALITY IN COUNSELOR EDUCATION AND SUPERVISION

Training Modules for Two-Hour, One Day, and Two Day Workshops to be used by Counselor Educators and Supervisors in their work with Students, Colleagues, Teachers, Counselors and Administrators.

SPONSORED BY:

The Association for Counselor Educators and Supervisors
A Division of The American Personnel and Guidance Association

DEVELOPED BY:

The ACES Commission on Sex Equality Concerns

EDITED BY:

Louise Thompson
Director of Guidance and Health Education
Brookline Public Schools
Brookline, Massachusetts

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Commission members active as regional representatives directly responsible for developing this handbook are:

James Firth
Oregon State University
Corvallis, Oregon

Rickey George
University of Missouri
St. Louis, Missouri

Jean Gauer
University of Richmond
Richmond, Virginia

Nancy Scott
University of Colorado
Denver, Colorado

Louise Thompson
Commission Chairperson
Brookline Public Schools
Brookline, Massachusetts

Commission members active as regional representatives and early contributors to this project include:

Margaret Burgraff
University of South Carolina
Columbia, South Carolina

Gary Miller
University of South Carolina
Columbia, South Carolina

Mary Kay Helbing
Dubuque Community Schools
Dubuque, Iowa

Barbara Okun
Northeastern University
Boston, Massachusetts

Beatrice Pressley
California State University
Hayward, California

HOW IT HAPPENED . . . .

The Association for Counselor Educators and Supervisors initiated and continues to support the work of the ACES Commission on Sex Equality Concerns. Their sponsorship of this handbook is an attempt to be responsive to the needs of members, as well as to be responsible for actively increasing opportunities for optimal human growth and development for both females and males.

Although the Commission was aware of many excellent materials developed by other APGA divisions, APGA's Sex Equality in Guidance Opportunities (SEGO) Project, and commercial publishing companies, they felt that little had been developed which specially addressed the needs of counselor supervisors and counselor educators.

Criteria for this handbook included material which could be (1) easily integrated into an already existing counselor education curriculum, (2) added to an on-going in-service program for counselors, (3) used with counselors in both school and agency settings, (4) effectively taught by someone with minimal experience as a workshop leader, (5) used without requiring a large amount of materials or expenditure, (6) inexpensively distributed to ACES members and others, and (7) disseminated through national, regional and state ACES channels.

To this end, suggestions were gathered at state, regional and national meetings during 1976-77. In June of 1977, a representative from each of the five regions met in Chicago for two days to outline, draft and try-out activities for the modules. Follow up communication continued throughout the year.

These efforts culminated at the 1978 APGA Convention in Washington, D.C. where the two-day training module was offered as a pre-convention workshop and the handbooks were distributed.

It is the hope of the Commission that readers will use this handbook with their constituents to begin training in sex equality concerns, or to supplement their present programs in this area.

It is hoped, that as critical consumers, readers will use what is helpful to them and add what they need for their particular situations. Commission members and the leadership of ACES are using this handbook as one means to persuade members to actively promote sex equality.

TABLE OF CONTENTS

	PAGE
Two Day Training Module	3
One Day Training Module	29
Two-Hour Training Module	31
Resources	33

GENERAL GUIDELINES FOR IMPLEMENTATION

TIME:

The two-hour module may be included as one class session, a regular staff meeting or an after-school session.

The one and two day modules may be easily divided into two or four three-hour sessions respectively. Full days may be shortened by one half hour by asking people to bring their lunch and eat on site.

NUMBERS OF LEADERS/PARTICIPANTS:

It is possible to conduct this workshop with only one leader and up to one hundred participants because the activities allow the group to be subdivided into small groups for sharing and interaction. The arrangement which seems to promote optimal participant learning and commitment is to have a male and a female leader with 20-30 female and male participants.

PHYSICAL FACILITIES:

Most agency and educational settings will have some kind of space which will be adequate for holding medium-sized to large group gatherings. Look for (1) a space with moveable chairs (if they're comfortable, that's even better), (2) no permanently affixed furniture or tables (too difficult to move around and form small groups), (3) a blackboard (an overhead projector or an easel with a large pad of paper may be substituted for the blackboard, but that means more things to round up), (4) good ventilation and lighting (it's difficult for even the best trainer to maintain the interest/attention of a group in a space that's too hot or too cold and is dimly lighted), and (5) an area with minimal noise (if you're in an area next to a busy railroad terminal, the kitchen in a cafeteria, or the pinball machine room, the noise will probably be a major distraction).

SUPPLIES/MATERIALS/EQUIPMENT:

Trainers will need only a moderate amount of supplies, materials and equipment to conduct the workshop. You will need materials for name tags (3" x 5" cards or construction paper with straight pins or an adhesive-backed name tag and felt-tip markers); paper and pencils (participants usually come equipped with this, but it is good to be prepared for those who don't); a filmstrip projector, a movie projector, and a cassette tape recorder; copies of handouts you will use and copies of For Women and For Men: Sex Equality in Counselor Education and Supervision.

The filmstrips and movies which are suggested for use are easily accessible. Some may be inexpensively purchased, others rented and several are available for use at no cost. Trainers may also decide that they have films or filmstrips available which they are familiar with and which may be substituted for those suggested.

LAST, BUT NOT LEAST:

Remember refreshments. Often people are tired and appreciate something to eat and drink.

During the one and two-day workshops, there is a panel discussion by workers in non-traditional sex-role jobs. This may be the part of the training that will take the most time to organize. You are urged not to leave this out because of the potential impact for all counselor supervisors and educators.

A reminder again that it would be best to have an equal number of men and women in the group although the training can be done with more of one sex than the other. Remember - sex equality is more than a women's issue.

Special Sensitivities

Although it may seem like a minor issue, remember that all people do not drink coffee. Try to provide tea, milk or even juice. The snack may be fruit, cookies, doughnuts, cheese. If your budget will not cover these costs, explain this to participants and charge them a moderate amount or ask them to bring things. If none of this is possible, or preferable, try to locate nearby places where participants can quickly travel during a break to purchase their own refreshments.

PROLOGUE

The two-day module is presented in substantial detail in order to assist the user to accomplish the stated goal and all objectives. The specificity of the format is intentional. The intent is to provide the user with the opportunity to present all or portions of this training with a minimal commitment to preparation time. The one-day and two-hour modules are outlines of the expanded material presented here.

Two-Day Training Module

DAY ONE

9:30 I. INTRODUCTION

PURPOSE: To give participants an opportunity to begin to know their trainers, about ACES as a professional organization and the goals of the workshop.

A. Introduce Leaders. Talk about your style of teaching/leading a workshop. What can participants expect of you? What will you expect of them?

B. Present information on ACES and on the make-up and work of the ACES Commission on Sex Equality Concerns.

1. ACES is a division of APGA with over 4,000 members. Members include directors of guidance, college and university teaching staff, head counselors, directors of community mental health and outreach facilities, directors of clinics, and supervisors of professionals in scouting, YM and YWCA's, girls' and boys' clubs. Members receive the bi-weekly APGA Guidepost, the quarterly ACES Newsletter and the bi-monthly ACES Journal.

   There are five regional divisions of ACES (North Atlantic, Southern, North Central, Rocky Mountain and Western) and 41 state divisions. All hold annual conventions or meetings.

B. (continued)

2. The Commission on Sex Equality Concerns was begun in 1976. It has a national chairperson and one or two regional representatives from each region. An attempt has also been made to have commission representatives in each state ACES division. For the past two years, regional and state representatives have presented programs on sex equality concerns at their groups' annual conventions. Commission members are also attempting to receive commitments from several colleges and universities, school settings and agencies in each state to offer training in and support for sex equality. Emphasize that the thrust of this effort in sex equality is for males, as well as females, even though at the present time in our history more emphasis is being placed legislatively and socially on women in an attempt to help them catch up.

   People interested in working with this commission are encouraged to contact their state and regional representatives or the national chairperson.

C. Rationale - Counselor educators and supervisors have as their goals the self-realization and full development of each individual, while also recognizing the interdependence of individuals necessary for the enhancement of society. Counseling theory and practice both recognize the importance of choice and decision-making, feelings of self-worth and autonomy, and equal opportunity of career development. The full development of each individual is obviously not possible within a sexist society. It is for this reason that counselor supervisors and educators need to inform themselves about this issue and to undertake training to enable them to reduce sex-role stereotyping.

D. Goal and Objectives - Use this time to expand briefly on each objective - why it's important and how it relates to the training.

1. Goal: To increase sex equality in the training and supervision of counselors.

2. Objectives - To help each participant to:

   a. Increase awareness and examine personal attitudes relating to female and male roles.
   b. Examine his/her work setting for possible sources of sex role stereotyping.
   c. Acquire specific strategies and techniques for the reduction of sex discrimination in counseling.
   d. Increase knowledge of the impact of recent legal and economic changes relating to male and female roles.
   e. Gain information about recent research, curriculum materials and audiovisual aides that relate to sex equality concerns.

D. (continued)

f. Affirm or reaffirm a personal commitment to reduce sex role stereotyping in his/her work setting.
g. Modify, where necessary, existing curricular areas to reflect more sex-equal practices; e.g. testing, career education, theory and techniques.

9:40 II. ORIENTATION

PURPOSE: To deal with the business details of the workshop.

This is the time to take about five minutes to deal with the small procedural details that often occupy participants' minds if not addressed early in the workshop. So, talk about:

A. The day's time schedule

B. The importance of starting and ending on time

C. The location of the rest rooms

D. Rules/agreements about smoking

E. Breaks and refreshments

F. Any workshop changes

F. Arrangements for lunch

9:45 III. COMMUNITY BUILDING

PURPOSE: To get to know each other better so that we work together better to help each other learn. The specific purpost of this exercise is to do that in a way that people will also increase their awareness of how they describe themselves in ways which relate to their maleness and femaleness.

A. The entire group should pair off two-by-two. Ask participants to take a small risk and select persons they don't know or whom they don't work with every day, and, if possible, are of the opposite sex.

B. Partners should stand facing each other with a little distance in between.

C. One person asks the other "Who are you?" The other person responds with one word or one phrase. The first person repeats the question, the second person responds with another different word or phrase. Ask only the single question, "Who are you?" Allow the first person three minutes, then switch roles and allow the second person three minutes. Encourage participants to continue even though three minutes seems like forever.

D. Debrief/Discuss

1. Give each set of partners the opportunity to sit down and share what this exercise was like for them.

2. After about four minutes engage in a discussion with the entire group.

   a. What did they learn?
   b. What kinds of things did they start with?
   c. Did they increase their awareness of themselves or others?
   d. What kinds of things were used to describe outselves that relate to our feminity/masculinity?

This exercise is borrowed from the SEGO Project Handbook for Workshops on Sex Equality in Education - p. 75.

10:00 IV. FACTS I THOUGHT I KNEW ABOUT SEXISM IN SOCIETY/EDUCATION/COUNSELING.

PURPOSE: To help participants become aware of what their assumptions are about the ERA, Title IX and men and women generally and if these assumptions are correct or incorrect. A further purpose is to explore how these assumptions effect participants' counseling and role modeling and how they might counteract them if they are incorrect.

A. Give each participant a copy of the handout entitled "Questionnaire" containing ten true/false questions. Ask each person to take five minutes to answer the questions.

10:05 B. With the entire group, give the answer to each item taking two-three minutes to expand on each. You might use the following questions to do this:

1. How might the assumptions I've made about each of these items effect my counseling?

2. How might the assumptions I've made effect my role modeling?

3. How might a counselor counteract a faulty assumption?

B. (continued)

More specific examples of facilitating this discussion might include:

4. If you are a counselor who knows that a married woman can be expected to work an average of 25 years, how will this effect your counseling with early adolescent females, late adolescent females, middle-aged females?

5. If you believe that Title IX only prohibits discrimination against women how does this affect your support or use of this legislation?

6. If you believe more women than men are in mental institutions do you expect more of your female clients to be "really crazy?"

10:30 BREAK

10:45 V. INDIVIDUALIZING SEXISM OR SEX EQUALITY EXPERIENCES THAT HAVE MADE AN IMPACT ON ME.

PURPOSE: To sensitize group members about sexist incidents that influence individual behavior

A. Form new groups of four persons - preferably two females and two males who do not know each other. Allow members several minutes to briefly introduce one another.

B. Give each participant a copy of the handout "Individualizing Sexism." Go over the directions and ask each person to complete the graph individually. It is often helpful if the trainer fills in a chart of his/her own which shows several examples as this will usually trigger some responses in the participants and they will be able to complete their own chart more rapidly.

10:55 C. Ask each person to take about five minutes to share one or two experiences from their graph with other members of their small group. Remind people when each five minute period is up so that the groups move along.

D. Again, individually, each person should complete the statement, "Counselors discriminate when they . . . " Sharing should then take place in the groups of four. One alternative would be to have each group list the ways of discrimination on newsprint, and tape the responses from all groups up on the wall. Discussion could then follow on the most commonly listed ways.

E. Each person should individually complete the statement, "As a professional, I discriminate when I . . . " Ask people to look at the ways listed in exercise D and honestly evaluate themselves. This third exercise is for each individual's growth, and need not be shared with the others in the group.

11:35 F. Large Group Debrief/Discuss

1. What did you learn from this exercise?

2. Are you motivated to do anything about your own and others' sexist experiences?

11:45 VI. TITLE IX, ERA AND SEX STEREOTYPING

PURPOSE: To give information about Title IX and the ERA and to increase participants' awareness of how their values effect their thoughts and actions about Title IX and the ERA.

Understandably, forty-five minutes is not very long to devote to these important topics. The assumption is being made that participants will have had some previous exposure to these issues and if they haven't that this exercise will give them a good beginning in the information and values relating to these issues. You will not have time to use all the options in this section. Choose items most appropriate for your group.

A. Option One

1. Form new groups of four - again preferably two females and two males who do not know each other. Allow group members several minutes to briefly introduce one another.

2. Have each member individually (not to be handed in) write "what you know about Title IX."

3. Have each member also individually write "what 'bugs' you most about Title IX?"

4. Give each member a copy of the counseling section of the Title IX regulations.

5. Encourage groups to talk with each other about their individual perceptions and problems concerning the counseling section of Title IX. Have them define and write down problems they have regarding compliance to or agreement with these regulations. These could also be written on large sheets of paper and hung around the room.

6. Large Group Debrief/Discuss

   a. Ask each group to raise one of their problems or select one from those posted around the room.
   b. Initiate a discussion to see if others have a solution to the problem, are experiencing the same problem or know where to go for help in solving the problem.

B. Option Two

1. Show the filmstrip "Title IX and the Schools." Following this, the trainer could proceed with sections 4, 5, and 6.

C. Option Three

1. Values and Title IX/ERA - Several options are available around the use of the handout"Statements on Title IX and ERA."

   a. You might do values voting where the trainer reads each of the eighteen items and asks participants, without comment, to hold their thumbs up if they agree, thumbs down if they disagree, and thumbs turned sideways if they are uncertain.
   b. Following this, depending on the size of the group, you might have large or small group discussions around the feelings raised by this exercise, about how to gather factual data which supports or disputes these statements and about how to deal with others whose opinions are based on misinformation.

12:30 LUNCH

1:30 VII. EXPERIENTIAL TECHNIQUES YOU CAN LEARN AND TAKE BACK TO TEACH YOUR COUNSELORS AND STUDENTS

PURPOSE: To demonstrate and provide participants with some experiential techniques they can use in their work settings. Another purpose is to help participants become more aware of how sex stereotyping and attitudes toward sex equality effects counselors.

A. You may choose to use the included role plays in several different ways depending upon the size and composition of the group.

B. Option One (small groups)

1. Ask participants to form groups of four-five with people they have not previously met with all groups containing some males and some females.

2. Each group should be given copies of the same role play. One person would be the counselor and one-two persons the client(s). The remaining one-two people in each group would be observers. Allow five-ten minutes for each role play.

3. After each role play ask each small group to discuss with one another what happened, using the discussion questions as guidelines. Allow five-ten minutes for each discussion.

B. (continued)

4. With the entire group ask for a summary of particularly pertinent points from each small group.

C. Option Two (large group)

1. Ask for volunteers from the large group to role play one of the scenarios in front of the entire group.

2. The trainer would then lead the discussion with the entire group using the discussion questions as guidelines.

D. Option Three

1. Another variation which could be added to each of the above is to have the group do several role plays and then in small, similar interest groups, write new role plays which could be used in their work settings. These would be typed and distributed to all workshop participants.

E. Option Four

1. You may also choose to do something with or mention stimulus videotapes, movies, or audiotapes.

2:45 BREAK

3:00 VIII. COUNSELING INTERVENTIONS FOR NON-TRADITIONAL CAREER CHOICES

PURPOSE: To demonstrate one or more methods of helping counselors increase their awareness of the effects of their interventions on the career choices of their counselees.

Once again there are several options presented to deal with this topic in this time frame. Your choice of one or the other or a combination of the two may depend upon your accessibility to the resources and the composition of your group.

A. Panel Discussion

1. Ask two females and two males who are in "non-traditional" jobs if they will participate in a panel discussion designed to inform counselors about the pros and cons of their jobs and what help counselors could have been or might still be. The trainer serving as the moderator of the panel may ask:

   a. Describe your job. Tell us what it is that you do.
   b. How did you happen to choose this job? What factors most effected you in your choice?
   c. What help, if any, did you get from any kind of a counselor - high school, college, employment service, agency - in making this choice?
   d. What are the positive factors associated with being a male/female in relation to your job?
   e. What are the negative factors associated with being a male/female in relation to your job?
   f. What could counselors do to be more helpful in assisting people who are considering non-traditional career choices.

2. The panel may then lead to questions from and discussion with the workshop participants.

B. Film(s)

1. You may show one or more of the following films as a:

   a. prelude to the panel discussion
   b. stimulus for small and/or large group sharing and discussion centered around the material presented in the films
   c. way to allow participants to preview and evaluate materials which they might use in their own work settings

B. (continued)

2. The following films are suggested for use in this section. You may know others which would also be appropriate.

a. "Anything You Want To Be" - This is a 16mm, 30 minute film available through Bell Telephone Company. It shows women and men in non-traditional jobs.
b. "The Fable of He and She" - This is a 16mm, 11 minute film available through Learning Center of America. It is an animated fable which challenges stereotyped sexist thinking and celebrates the joys of individual self-expression.
c. "Women in Management: Treat or Opportunity" - Produced by Barbara Jampell, 29 minutes, rental $45.00, 1975 CRM/McGraw-Hill Films, 110 15th Street, Del Mar, California 92015.

4:15 IX. FIRST DAY EVALUATION

PURPOSE: It will be helpful to the trainers to receive some feedback on how the activities of the day were received and perceived by participants.

A. Ask each participant to write their answers to the following sentence stubs which will then be handed into you. You may receive more honest answers if participants do not put their names on papers.

1. "I learned . . . "
2. "I liked . . . "
3. "I didn't like . . . "
4. "I wish . . . "
5. "Other comments/questions . . . "

4:30 X. HOMEWORK

PURPOSE: To help participants begin to take what information and awareness they have learned in this day's training and apply it in real life. Another purpose is to have fun.

A. Ask participants, between now and tomorrow morning, to make a list of the examples of sex role stereotyping they have observed.

B. Ask participants to team up with someone of the opposite sex and to do something "untraditional." Examples might include having the female partner open the door for the male; the female making a sexist remark within hearing distance of others; the male carrying his briefcase while the female carries the heavier suitcases; the male complaining to the desk clerk of a mouse in his room while the female attempts to calm him and make light of it; both partners entering an elevator and facing the back rather than the front. Participants are to observe the reactions of those around them to their "untraditional" behavior and report this in the morning.

DAY TWO

9:30 I. SHARE/DEBRIEF HOMEWORK

PURPOSE: To allow participants to share and comment on their homework activities and observations and to energize the group for the morning's activities.

A. Begin this section by asking:

1. "Why did we ask you to do this homework?"

2. "What did you learn?"

3. "Will any of the observations you made or information you learned be of help to you in the future?" "How?"

B. Encourage participants to volunteer to briefly share their comments and observations on their homework relating to your questions. Your role as trainer is to actively listen, clarify and facilitate.

9:45 II. MALE STEREOTYPING

PURPOSE: To increase participants' awareness of their own and others stereotypes of males and masculine behavior and how these stereotypes effect their counseling and role modeling.

A. This section may be done in several ways depending upon the overall size of the group and/or the number of men in the group.

1. One way:

a. Ask the group to form into groups of four-five with some men and women in each group.

A. (continued)

b. Ask the men to describe a personal experience in which they felt expected to display masculine behavior.
c. Ask the women to describe situations in which they would expect masculine behavior.
d. With this as a beginning, ask each group to discuss and write on large sheets of paper societal definitions of what a man is and what masculinity is.
e. Post these definitions around the room.
f. Facilitate a discussion around these definitions with the entire group. This is primarily an open-ended discussion. You are not trying to agree upon the definition of what a man is and what masculinity is. You are looking at what peoples' ideas are and how much they agree and disagree.
g. Ask participants how their ideas on maleness and masculinity effect their counseling. Ask participants how their ideas on maleness and masculinity effect their role modeling - particularly in relation to their counselees, students and people they are supervising.

2. Another way:

a. From the large group ask for four or five male volunteers to briefly describe a personal experience in which they felt expected to display masculine behavior.
b. Ask for four or five female volunteers to briefly describe situations in which they would expect masculine behavior.
c. Go back to d and e above or ask the large group to brainstorm societal definitions of what a man is and what masculinity is while you write them on the blackboard or large sheets of paper.
d. Proceed with f and g above.

10:30 B. Show part 3, "The Masculine Image, of the filmstrip series Masculinity by Warren Schloat Production. (This is a series of four filmstrips and cassette tapes which focuses on the study of men today, their roles, and their impact upon the world in which they move. Masculinity discusses the validity of certain long-held assumptions about men and masculinity, the degree of which myth and traditional stereotypes have influenced these assumptions, and what options and new directions men now have open to them.)

C. After viewing the filmstrip, ask some of the following questions:

1. Whom do you most admire? Why? Generally speaking, are men your heroes? Women?

C. (continued)

2. Do men and women tend to have similar images of masculinity? Are these images affected by whether the person who has the image is white, black, native-born, foreign, Jewish, Christian, rich, poor?

3. What things do the James Bond image, the Mick Jagger or Burt Reynolds image, the Playboy image, and the astronaut image have in common?

10:55 D. Distribute the handout "Some Damaging Effects on Sex Stereotyping on Boys and Men."

11:00 III. RELATIONSHIP OF SEXISM AND RACISM

PURPOSE: To briefly raise the issue of the relationship of sexism and racism and how both of these create a barrier in counseling.

It is important here to tell the group that the brief amount of time devoted to this issue is not intended at all to demean or minimize the importance of racism for counselors. Since this workshop is dealing with sexism, it is intended that this topic be introduced as a related issue, but not dealt with in detail.

A. Explain the purpose of this section to participants.

B. Give each participant a copy of the handout, "Sexism-Racism" and ask them to quickly read it.

C. Ask for comments, questions, agreement/disagreement from participants.

11:15 IV. FEMALE STEREOTYPING

PURPOSE: To increase participants' awareness of their own and others stereotypes of males and masculine behavior and how these stereotypes effect their counseling and role modeling.

Three separate options, with possible combinations to make others, are offered in this section.

A. Option One:

1. Ask participants to form into groups of four, preferably with two males and two females and with people they don't know well.

2. Give participants several minutes to introduce themselves.

3. Give each participant a copy of the handout "You Women Are All Alike."

4. Ask each small group to do the following things:

   a. Look at the attached sheet.
   b. Discuss the attitudes behind such comments.
   c. Think of a woman friend - how many comments do you think fit that person?
   d. Do you use any of these statements at any time?

A. (continued)

e. Make up a similar sheet for men - discuss the attitudes behind such statements. Ask participants to hand in one sheet from each group which could then be typed, duplicated and distributed to the rest of the members of the large group.
f. What are you going to do about it?

5. Large group debrief/discuss
Ask for "What did you learn" comments from the entire group.

B. Option Two:

1. Give each group member the handout, "Opinionnaire."

2. Ask each group member individually to complete the "Opinionnaire."

3. Have each score the "Opinionnaire" as follows:

a. Discount items 7, 13 and 16
b. Score all items but 19 and 20 as follows:
SA-1, A-2, U-3, D-4, SD-1
c. Score 19 and 20:
SA-5, A-4, U-3, D-2, SD-1

4. Have each participant add up her/his total score. Divide the total group into three groups based on a low, medium and high range of scores.

5. Have each group discuss:

a. What they think each of the other two groups is like.
b. What they think each of the other two groups think they are like.

6. Share each group's perceptions in the large group.

7. Now redivide the group into subgroups of four-five, each of which is composed of members of all three of the "stereotype" groups.

8. Have members write down individually three things which influenced them to become the man or woman they are today.

9. Share these in the small groups.

10. Debrief in large group:

a. What happened?
b. What did you learn?
c. What was different between the large group and the small group?

B. (continued)

Hopefully, the point made will be that when we meet and listen individually to people we have stereotyped, we find their experiences not too different from our own.

C. Option Three:

1. Show the film "We Are Woman" with Helen Reddy, thirty-minutes, produced by Motivational Media, Inc., La Jolla, California.

2. Facilitate small and/or large group discussion by focusing on the following questions relating to the film:

   a. Were you surprised at any of the statistics?
   b. Did you disagree or feel negatively about anything in the film?
   c. In thinking about "women's liberation," what's in it for men?
   d. How might you use this film?

12:30 LUNCH

1:30 V. INTEGRATION OF SEX FAIR GUIDANCE INTO CONTINUING AND GRADUATE EDUCATION FOR COUNSELORS

PURPOSE: To help participants learn more systematic ways for assessing sex role bias in the counseling process, career materials, interest inventories, and vocational education.

This is a relatively short section in which the trainer is primarily concerned with presenting people with materials for assessing sex role bias and for stimulating their interest in applying the material in their work setting.

A. Option One:

1. Ask participants to form into groups of four, preferably with two males and two females and with people they don't know well.

2. Give participants several minutes to introduce themselves.

3. Give each participant a copy of the four handouts "Checklist for Assessing Bias in the Counseling Process, in Career Materials, in Interest Inventories and in Vocational Education."

A. (continued)

4. Ask each group to read, discuss and critique these handouts together, beginning with those areas which are of most interest to them. Ask them to focus on some of the following:

   a. Should any item be added or deleted?
   b. What are some realistic ways to insure that pre-service and in-service counselors will use these checklists?
   c. Once we discover, by using the checklist, in what areas sex role bias is still present, what can we do to reduce it?
   d. Which items on the checklist are the most difficult to change or deal effectively with?

5. Spend about five-ten minutes with the large group to summarize their discussion or articulate their concerns.

B. Option Two:

1. The same process could be followed with the large group reading, discussing and critiqueing the handouts.

2:00 VI. THE INFLUENCE OF POWER IN DEALING WITH INDIVIDUAL AND INSTITUTIONAL SEX EQUALITY PROBLEMS

PURPOSE: To encourage an awareness of how to gain power which is defined arbitrarily on the basis of gender.

A. Mini-lecture - Begin this section with a brief presentation of some of the aspects of power. Several examples are included to help the trainer do this. You may have other material which you have used effectively in the past and think is appropriate here.

1. Example One:
The feeling of helplessness which results from a lack of control over one or many aspects of an internal or external environment, can be overwhelming. Each of us can perhaps recall such an experience - for some it was temporary, for others of longer duration. Rollo May has identified two methods of responding to a lack of power - violence and anger/depression.

One of the purposes of this workshop is to encourage an awareness of how to gain power which is denied arbitrarily on the basis of gender. Those who maintain female and male stereotypes also prescribe gender appropriate behavior, which, by infringing on the individual's right to choose, makes it more difficult to take control and gain some power.

Power, or the idea of power, is very appealing to some, anathema to some and to others it may seem like an impossibility. What does power mean to you? Do you have some say and make choice among alternatives in your personal, social and economic life? How much power do you want? How do you get it? Do others have to be hurt along the way? Is power neutral-wielded beneficially or detrimentally according to the individual? Where are the limits - are they self or other-imposed?

Most of the institutions in our life - from family to school to government - are hierarchical in structure. Where are you in that hierarchy? Are you comfortable there? Do you feel competent, appreciated, content? Will there always be people who do not gain power because of the hierarchies?

The potential outcomes of counseling are the individual's re-discovering of strengths and abilities, the learning of new skills, and an increasing beneficial interaction with the environment. In order to gain the power a person requires for self-respect, self-maintenance and the satisfaction of

A. (continued)

social and economic needs, the present power structure must be examined. The gaining of some control by individuals or groups will disrupt and disturb previous power structures with which some people are very comfortable. The risk involved is as great for those who will have to share or lose some power, as for those who hope to gain some. Both parties have to abandon the security of the known and recognizable structure. Are you willing to take the risk?

2. Example Two:
Write on the blackboard "Arbitrary Authority" and "Natural Authority." Ask participants to define what they think each of these terms is referring to.

Arbitrary authority is that which is arbitrarily assigned or given to me by the title or nature of my position. Principals, professors, directors, even parents have arbitrary authority. The power which comes with arbitrary authority is derived from fear and dependency. I am dependent on my teachers for a grade, on my supervisors for evaluation for reemployment or a salary increase, and on my parents (if I am a young child) for food, clothing and shelter. I am fearful that if I do not do what they wish I will not receive these things.

Natural authority is that which I earn because of my expertise and knowledge. I know something that you want to know. You are willing to listen to me and do what I ask because you will learn from me. I am qualified because of my knowledge and experience to be your supervisor/leader. You are willing to have me direct the program, assign budget priorities and evaluate staff. The power which comes from natural authority is derived from influence and persuasion. I have the ability to influence and persuade, not force, you to do something.

Although counselor supervisors and educators possess both arbitrary and natural authority, they would be wise to consider the consequences of using each. The associates of an arbitrary leader may have feelings of resentment and anger toward the leader, may become dependent upon the leader's approval before they dare to initiate anything on their own, and may passively work to avoid or disobey directives without making it appear as if this is what's happening. Associates may escape from arbitrary authority by seeking other employment or mentally withdrawing from their circumstances. They may join forces with other underpowered persons in an attempt to use their collective power to overpower the leader of favored group.

A. (continued)

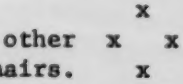
The associates of a leader who uses natural authority are asked to democratically and collaboratively become involved in the decision-making and problem-solving process. They are asked to contribute their expertise and knowledge.

Persons or groups whose power is derived solely from arbitrary authority may have their power extinguished or diminished. Persons whose power is derived from natural authority tend to retain it throughout their lives.

B. Power Exercise:
1-2-3-4 Game

1. Ask for four volunteers to participate in this exercise. (If you can "volunteer" four people whom you perceive to be fairly competitive, this exercise will "work" (help you make the point) better.

2. Place four chairs in a circle or cross, facing each other and ask the volunteers to take their seats on the chairs.



3. On the floor in the middle of the group, place four folded pieces of paper, each piece containing a 1-2-3 or 4. Explain to the four volunteers that each piece of paper contains a number from one to four on it, and that each number represents shares of power.

4. Ask participants to pretend that there is $50.00 in the kitty, and the object of the game is to get the money. To get the money, people have to put their numbers together to make a six or seven. For example, the four can go with the two or the three, or the one, two, and three can put theirs together. (All four of them can never go together.) They will have to bargain and make deals to decide who will go together and how much of the $50.00 each will get.

5. After you have given the directions, tell them to draw numbers and read them aloud. Explain that they will have two minutes to make their bargains, and that they will play five rounds, each time redrawing a number.

6. Ask the remainder of the large group to observe the four people in the group.

7. On the blackboard, keep track of which number each person draws for each round, who wins each round, and the amount of money each person earns on each round. The board would look like this:

ROUND	MARY	JOHN	TOM	SUSAN
1	1	4 $25	2	3 $25
2	3	2 $35	1	4 $35
3	1 $10	3 $45	2 $45	4
4	2	4 $60	1	3 $60
5	4 $75	1	3 $75	1

8. Increase the amount of money in each round: Round 2-$70; round 3-$100; round 4-$120; round 5-$150. (Using ten dollar bills in play money often increases the motivation).

9. Remember after each round to collect the slips, mix them up, and have each person draw again.

10. In the debriefing, write on the board, "How did it feel to be a . . . .

    1 2 3 4

11. Ask the observers first, then the volunteers, to suggest statements about how it was to be a 1, 2, 3 and 4. You may get responses like "Four is powerful, you are in great demand" or "One is helpless, and no one will deal with you. You have to use special techniques to override another number." "Two has a little power, but has to move fast to join with someone."

12. After summarizing their statements (emphasizing that a number on a piece of paper made people act in certain ways) ask the participants if they can think of areas in which people have the feelings of oneness, twoness, threeness or fourness. You may want to list these areas on the board. Participants will probably suggest areas such as race, sex, I.Q., nationality, income, athletic abilities, color of skin, etc. Each one of these areas has its oneness, twoness, threeness, or fourness, and children learn it from birth. They learn a self-concept as a 1, 2, 3, or 4 by the way other people treat them.

13. In summary, ask participants how they help persons overcome sex discrimination which may cause them feelings of oneness or twoness.

C. Small Group Problem Identification and Solving

C. (continued)

1. Ask participants to form into groups of four, males and females.

2. Ask participants to identify power-related problems in their institutions dealing with male and female stereotyping. Examples might be a female chairperson in an nearly all-male department, an only female in an all-male department, an only male in an all-female department.

3. Ask participants to make suggestions how they have dealt or might deal with these problems.

4. After about 15-30 minutes ask the large group, "What did you learn?" "What types of problems did your groups identify?" "What kinds of solutions did your group identify?"

D. Assertiveness Training

1. You may choose to mention assertiveness training as a way to help people gain power. If you are knowledgeable in this area, you may choose to present a mini-introduction to the subject.

2. Several references you may find helpful or you may suggest to participants are:

   a. Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers, Jakubowski, P. and Lange, A.J. Champaign, Illinois: Research Press, 1976.
   b. Your Perfect Right: A Guide to Assertive Behavior, Alberti, R. E. and Emmons, M. L., San Luis Obispo, California: Impact Publishers, Inc. 1970, 1974.
   c. Assertiveness: Innovations, Applications, Issues, Alberti, R. E. (ed.), San Luis Obispo, California: Impact Publishers, Inc., 1970, 1974.

3:15 VII. A PLAN OF ACTION OR WHERE AND HOW DO WE GO FROM HERE?

PURPOSE: To help participants personalize the experiences of the workshop for themselves and their work settings. Participants will identify practices relating to sex equality which they will continue doing, practices they will discontinue, and new practices they will begin doing. They will also articulate reasons for not becoming actively involved in sex equality concerns and receive material to help them assess themselves and their institutions in this area.

A. Ask participants to form into groups of four.

B. Ask them to individually write the answers to the following:

1. List five things relating to sex equality concerns that:

a. I now do and I will continue doing.
b. I now do and I will discontinue doing.
c. I don't do now that I will begin doing.

3:25 C. Ask participants to share these things with each other in small groups.

3:45 D. After about 20 minutes ask participants for small group feedback.

1. Did any one thing seem to be mentioned more often than something else?

2. Was it difficult to find five responses to each item?

3. Which one could you have had more than five responses?

4. What conclusions, if any, did you draw from this exercise.

4:00 E. Ask the entire group, "What are reasons for not actively and continuously pursuing sex equality?" Your purpose here is to get these out in the open. Let people know that if they want excuses/reasons not be become involved in this area, there are plenty of them. Use your powers of influence/ persuasion (natural authority) to convince them that this is the right thing to do and will ultimately benefit all of us.

4:10 F. Distribute the handout "Rate Yourself and Your Institution - A Checklist." Explain to participants that this is another tool to help them assess how they're doing.

4:15 VIII. EVALUATION

PURPOSE: To receive feedback on the methods and results of the training.

A. Give each participant a copy of the "Workshop Evaluation" and ask them to complete it now.

B. A special note to trainers: Read the workshop evaluations as a competent person who will consider all of the information you receive. You may use some of it to change parts of the workshop or the style you used in presenting material. This is how a competent leader becomes more competent. Please

B. (continued)
don't read the evaluations as a perfect person who perceives any criticism as a proof of imperfection. This approach will usually be characterized by your having feelings of anxiety and a nagging sensation of not doing well, as well as, resentment toward the person who didn't like everything you did.

4:30 DISTRIBUTE BIBLIOGRAPHIES

"Suggested Resources," "Audiovisual Materials on Sex-Role Stereotyping," "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories."

FOR WOMEN AND FOR MEN: SEX EQUALITY IN
COUNSELOR EDUCATION AND SUPERVISION

One Day (Six Hour) Module

An outline of the one day module follows. Please refer to the specific directions for activities and dissemination of information listed in the two-day training module.

9:30 I. INTRODUCTION

9:40 II. ORIENTATION

9:45 III. COMMUNITY BUILDING

10:00 IV. FACTS I THOUGHT I KNEW ABOUT SEXISM IN SOCIETY/EDUCATION/COUNSELING

10:30 BREAK

10:45 V. INDIVIDUALIZING SEXISM OR SEX EQUALITY EXPERIENCES THAT HAVE MADE AN IMPACT ON ME

11:45 VI. INDIVIDUALIZING SEXISM WITH A DISCRIMINATION LIFE LINE OR SEX EQUALITY EXPERIENCES THAT HAVE MADE A POSITIVE IMPACT ON ME

12:30 LUNCH

1:30 VII. EXPERIENTIAL TECHNIQUES YOU CAN LEARN AND TAKE BACK TO TEACH YOUR COUNSELORS AND STUDENTS

2:45 BREAK

3:00 VIII. COUNSELING INTERVENTIONS FOR NON-TRADITIONAL CAREER CHOICES

4:15 IX. EVALUATION

4:30 DISMISS

FOR WOMEN AND FOR MEN: SEX EQUALITY IN
COUNSELOR EDUCATION AND SUPERVISION

Two Hour Module

An outline of the two hour module follows. Please refer to the specific directions for activities and dissemination of information listed in the two day training module.

The primary objectives of this module are to increase participants' awareness of their own and others' experiences in sex discrimination and what they can do about it.

10:00 I. INTRODUCTION

A. Introduce leaders

B. Give information on the organization, make-up and work of the national commission

C. Rationale

D. Goal and Objectives

1. Goal: To increase sex equality in the training and supervision of counselors.

2. Objectives - To help each participant to:

a. Increase awareness and examine personal attitudes relating to female and male roles.
b. Increase knowledge of the impact of recent legal and economic changes relating to male and female roles.

10:15 II. COMMUNITY BUILDING

10:30 III. FACTS I THOUGHT I KNEW ABOUT SEXISM IN SOCIETY/EDUCATION/COUNSELING

11:00 IV. INDIVIDUALIZING SEXISM WITH A DISCRIMINATION LIFE LINE OR SEX EQUALITY EXPERIENCES THAT HAVE MADE A POSITIVE IMPACT ON ME

11:45 V. WHERE DO WE GO FROM HERE?

PURPOSE: To disseminate information on how participants can conduct further training in sex equality concerns and how they can systematically assess what they are doing now.

A. Tell participants about the one and two day workshops and how the material from these workshops can be integrated into existing classes, staff meetings or in-service training.

B. Distribute copies of the handout titled "Checklist for Assessing Bias in the Counseling Process," "Career Materials," "Interest Inventories," and "Vocational Education;" "Rate Yourself As An Institution." Encourage participants to use these instruments personally and with colleagues in their work setting.

C. Distribute copies of the bibliographies.

11:55 VI. EVALUATION

A. Ask participants to complete the statements

1. "I learned . . . . "

2. "I need . . . . "

12:00 DISMISS

QUESTIONNAIRE

True/False (please circle)

T F 1. The Equal Rights Amendment (ERA) is a product of the liberal movement of the late sixties and early seventies.

T F 2. Men outnumber women in mental institutions two to one.

T F 3. More than two-thirds of the poor, over age sixty-five are men.

T F 4. Even if a woman is married she can expect to work for an average of 25 years.

T F 5. The median income of a fully employed woman with a college degree is less than that of a fully employed man with an eighth grade education.

T F 6. Forty percent of the total American work force are women.

T F 7. The American Home Economics Association supports the ERA.

T F 8. Sexism is the arbitrary stereotyping of males and females on the basis of their gender.

T F 9. Public Law 92-318, Title IX, prohibits discrimination against women.

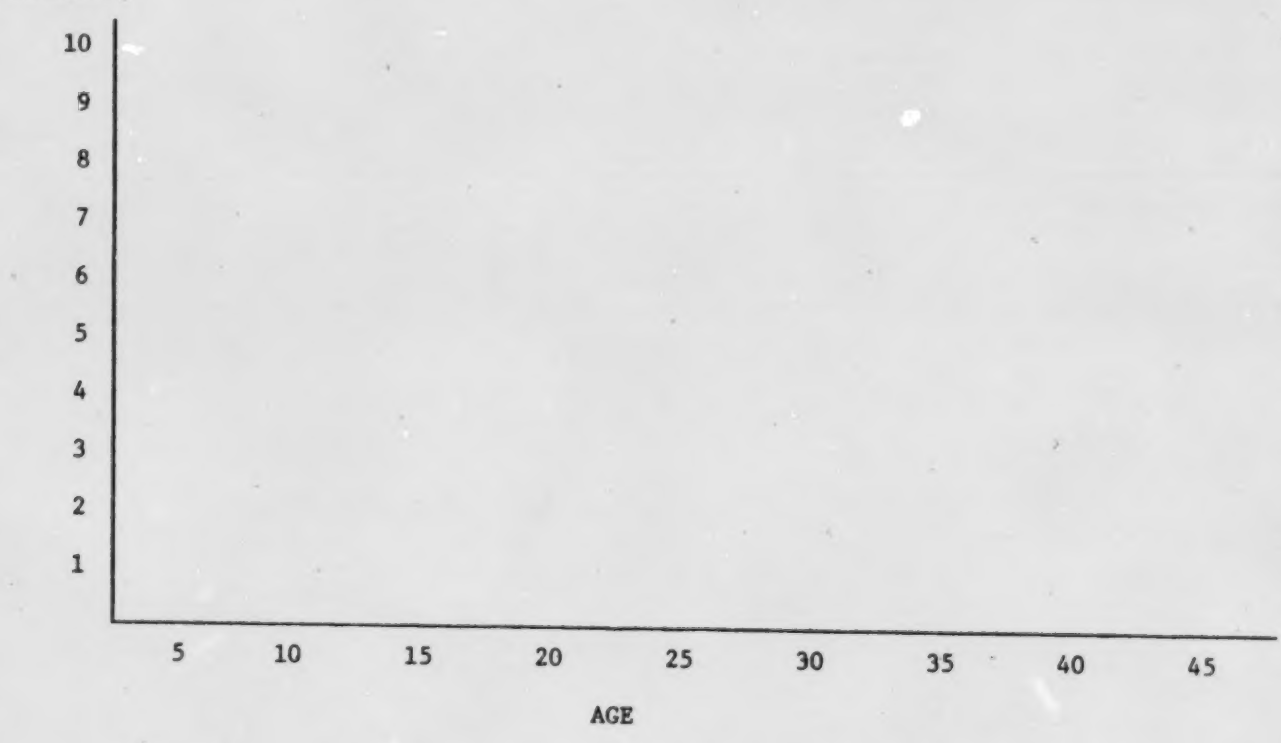
T F 10. There is a Public Law 83-380 entitled Women's Education Equity Act.

ANSWER SHEET

1. False — Introduced 54 years ago.
2. True
3. False
4. True — If single, 45 years.
5. True
6. True
7. True
8. True — (males and females)
9. False — It prohibits sex discrimination
10. True — It twice mentions the role of guidance and counseling.

INDIVIDUALIZING SEXISM

Directions: Please complete the graph indicating experiences you have had that were sexist. They may have made an impact on you by discriminating <u>for</u> or <u>against</u> you. Indicate the level of intensity that you felt about the experience. Be prepared to share your feelings with other members of the group.



TITLE IX AND COUNSELING

The Regulation

86.36 of the Regulation to implement Title IX prohibits sex discrimination in counseling:

86.36 Counseling and use of appraisal and counseling materials.

(a) Counseling. A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) Use of appraisal and counseling materials. A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counselling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) Disproportion in classes. Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

The Issue

The basic intent of the counseling provisions of the Regulation is to ensure that female and male students are not prevented, by sex bias or stereotyping in counselor behavior or counseling instruments or materials, from selecting courses or programs of study on the basis of their own individual abilities, interests and goals.

Counselors, in their formal responsibilities for assisting students in the identification and formulation of personal, academic and career goals and choices, often serve as reinforcers and perpetuators of sex role stereotypes. Counselors, like others in our society, have internalized notions of appropriate academic, career and life roles for females and males. According to traditional stereotypes the academic abilities of males and females differ, with males excelling in mathematics, sciences and subjects requiring analytical or mechanical ability; and females achieving in literature, languages and subjects emphasizing verbal ability and inter-personal sensitivity. It is frequently assumed that

although work and career achievement are of primary importance in the lives of males, they are of far less importance to females for whom work outside the home is thought to be an activity secondary to marriage and childbearing.

Research indicates that such stereotypes, though largely inaccurate, are frequently reflected in the behavior of counselors. Both male and female counselors have distinct and preconceived attitudes regarding the levels and types of occupations appropriate for females, both college and non-college bound.[1] Both male and female counselors rate females with non-traditional career goals as more in need of counseling than those with goals conforming with traditional concepts of femininity.[2] These attitudes and beliefs operate to restrict the opportunities of female students, just as traditional concepts of appropriate masculine behavior and careers similarly operate to limit the academic and personal options of male students.

Sex role stereotypes are further manifest in the testing and measurement instruments and the counseling materials used by counselors in the counseling process. A number of achievement tests have been found to contain bias in both content and language usage.[3] Many occupational interest inventories list occupations by sex and fail to offer a complete range of occupational choice to females; many require differential scoring and interpretation of male and female responses.[4] Materials used in career guidance frequently state or imply through text, language or photographs that certain occupations are more desirable, appropriate or "realistic" for students of one sex than the other.

All of these factors--bias in counseling itself, in counseling instruments and in counseling materials--combine to shape and restrict the choices and options available to female and male students. Such bias may be overt and intended or it may be covert and unconscious. Both may function to maintain sex-differentiated academic, career and personal choices even when explicit course restrictions or program designations have been eliminated.

It is these concerns which are addressed by the Title IX Regulation. Prohibited are:

- <u>discrimination in counseling or the counseling process</u> - providing services differently to males and females (e.g., emphasizing career counseling and testing for males and personal counseling for females) or counseling students differently on the basis of sex (e.g., suggesting that males take advanced science courses while "all girls should take child development.")

- <u>discrimination in counseling and testing instruments</u> - using instruments which require different treatment of results on the basis of sex, which are based upon separate classifications of occupations for males and females, or which use gender-specific occupational titles.

- discrimination in counseling materials - using materials which state or imply, directly or through omission, that certain academic, career or personal choices are more appropriate for one sex than the other.

Further, to encourage the identification of sources of bias which may be operating subtly or unintentionally, the Regulation requires that schools identify all courses in which the enrollment by students of one sex is sexually disproportionate and to implement procedures to ensure that this disproportion is not due to discrimination in counseling itself or related instruments or materials.

Footnotes

1. Friedersdorf, Nancy, A Comparative Study of Counselor Attitudes Toward the Further Educational and Vocational Plans of High School Girls, Purdue University, 1970

2. Thomas, Arthur and Stewart, Norman, "Counselor Response to Female Clients with Deviate and Conforming Career Goals," Journal of Counseling Psychology, 1971, Vol. 18, No. 4, pp. 353-357.

3. Tittle, Carol K., Women and Educational Testing: A Selective Review of the Research Literature and Testing Practices, January 31, 1973.

4. Ibid.

Self-Evaluation: An Outline

In order to assess and evaluate present compliance with the requirements of the Title IX Regulation for nondiscrimination in counseling and guidance, it may be useful to:

Review the following materials:

- all written materials (including student handbooks) describing counseling and guidance services provided to students
- copies of any manuals, procedural guidelines or other documents outlining the responsibilities of counselors or other guidance personnel
- copies of all test, appraisal instruments or forms used in counseling students or assigning them to programs or courses
- copies of all materials used by students or counselors in the counseling or guidance process, including:
  - career guidance materials
  - academic counseling materials
  - personal growth counseling materials
- records of counseling contacts by sex of student and by nature of contact - routine course selection, test administration, academic counseling, career/vocational counseling, personal counseling, or disciplinary contact - for the current academic year. (Note: these data may not be available in all districts. If they are not, you may wish to sample as described in the first item below.)

Collect the following data:

- number of counseling contacts in an average two-week period by sex of student, by source of initiation (by counselor, by student, by referral), and by nature of contact (routine course selection, test administration, academic counseling, personal counseling, disciplinary contact.)
- listing of all tests (by name of test and/or form used) administered during the past and current academic years, and numbers of males and females tested with each, including
  - academic tests (standardized achievement tests, ability tests, National Merit Scholarship Examination, etc.)
  - career interest inventories
  - personal guidance instruments
- course enrollment by sex in all course, particularly:
  - advanced science courses
  - advanced mathematics courses
  - advanced placement courses
  - vocational technical courses
  - industrial and business courses
  - distributive/cooperative education courses
  - home economics/shop courses
  - music courses
  - special education courses

- numbers of students, by sex, referred to other personnel for counseling or guidance services
  - to school psychologist
  - to external agencies

Determine compliance by answering the following questions:

- Are all counseling services provided in the same manner to males and females and according to the same criteria?
  - academic counseling?
  - career/vocational counseling?
  - personal counseling?
  - test administration?

- Do all descriptive materials relating to counseling and guidance services make clear that all services are available to every student regardless of sex?

- Do all manuals, procedural guidelines or other documents outlining the responsibilities of counselors or guidance personnel
  - clearly state the responsibilities of personnel for the provision of counseling which does not discriminate on the basis of sex?
  - provide technical or procedural information without the use of sexist language or sex-stereotyped examples?

- Do all counselors:
  - make course assignments without regard to student sex?
  - refrain from discouraging/prohibiting or encouraging/requiring enrollment in courses on the basis of sex?

- Are all students encouraged to consider seriously all programs of study and to select courses on the basis of their individual interests and abilities rather than on the basis of sex?

- Do all tests or instruments used for the appraisal, evaluation or placement of students require identical treatment for male and female students? If the answer to this question is "no," you will need to answer the following additional questions:
  - If the testing form, scoring form and/or interpretive materials are differentiated for males and females, are procedures for the nondiscriminatory administration and interpretation of such instruments specified?
  - Is the sex composition of every norm group clearly indicated for every scale?
  - Is the technical rationale and information on use and interpretation provided for separate-sex and/or combined-sex scales?
  - If sex-differentiated instruments are used are they used in a nondiscriminatory manner and have alternative instruments which do not so differentiate been shown to be unavailable?*

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* For further information relating to sex bias in tests, see "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories," available from the National Institute of Education, Department of HEW, Washington, D.C. (1975).

Are all materials available to students in academic, career or personal counseling contacts or programs free from implications, in either text, language or photographs, that certain academic, career, or personal choices are more appropriate or "realistic" for students of one sex than the other?

Where a particular course or course of study is found to have an enrollment of 80% male students or 80% female students, have procedures been specified to ensure that:

- counselors are not making course assignments differentially on the basis of student sex?
- counselors do not discourage or prohibit student course enrollment on the basis of sex?
- counseling materials do not state or imply (in either text, language or photographs) that certain courses, programs, academic, career or life choices are more suitable to students of one sex than the other?
- instruments used for the placement or assignment of students do not treat students differently on the basis of sex?
- instruments used for the placement or assignment of students do not have a disproportionately adverse effect on students of one sex?

If you have answered "no" to any of these questions, you will need to undertake modifications and remedial steps to achieve compliance with Title IX.

Self-Evaluation: Action Checklists

Self-evaluation is a process involving staff at all levels of an institution or agency. The following checklists provide general suggestions to personnel at the central administrative, buidling administrative and building staff levels as to procedures and review questions which facilitate effective evaluation of compliance with Title IX requirements for nondiscrimination in counseling. (Note: these checklists are procedural only; substantive criteria for compliance evaluation are provided in the preceding section, "Self-Evaluation: An Outline.")

Central Office Staff

Has a policy statement been issued which affirms the right to every student to counseling without regard to sex? Yes____ No____

Has a policy directive regarding the specific implications of Title IX for counseling policies and practices, counseling instruments, and counseling materials been developed and disseminated to administrators and relevant staff? Yes____ No____

Have forms, procedures and timelines been developed and disseminated for submission to the central office by building administrators of:

- assurances of review of all school policies and program plans relating to the provision of counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes____ No____

- assurances of review of all descriptive materials relating to school counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes____ No____

- assurances of review of all manuals, procedural guidelines or other documents pertaining to the responsibilities/job functions of counseling personnel and modification where necessary to ensure compliance with Title IX? Yes____ No____

- assurances of review of all counseling and testing instruments (and procedures for their use) and modification where necessary to ensure compliance with Title IX? Yes____ No____

- assurances of review of all counseling materials and modification where necessary to ensure compliance with Title IX? Yes____ No____

- assurances of review of all course enrollments by sex and a description of procedures used to ensure that course enrollments found to be disproportionate (which are 80% or above students of one sex) are not due to sex discrimination in counseling or counseling materials? Yes_____ No_____

·Have all agency/district policies regarding the provision of counseling and testing services been reviewed and modified where necessary to ensure compliance with Title IX? Yes_____ No_____

·Have all descriptive materials relating to counseling and testing services provided by the agency/district and modification when necessary to ensure compliance with Title IX? Yes_____ No_____

·Have all district/agency manuals, procedural guidelines, or other documents pertaining to the responsibilities/job functions of counseling personnel been reviewed and modified where necessary to ensure compliance with Title IX? Yes_____ No_____

·Have criteria been developed and/or disseminated by which persons with the responsibility for the selection/purchasing of tests, appraisal instruments, and counseling materials shall evaluate such instruments to determine compliance with Title IX? Yes_____ No_____

·Have directives been issued and/or training provided regarding the nondiscriminatory use of tests or instruments currently employed in the district/agency? Yes_____ No_____

·Have all counseling materials currently employed in the district been reviewed and modified where necessary to ensure compliance with Title IX? Yes_____ No_____

·Has every building administrator submitted all required data and assurances to the central office according to the specified timeline? Yes_____ No_____

Building Administrators (Principals/Supervisors)

- Has a policy directive regarding the specific implications of Title IX for counseling policies and practices, counseling instruments, and counseling materials been developed and disseminated to all counselors/members of the counseling staff? Yes_____ No_____

- Have you requested that all building staff submit information concerning any instances of sex discrimination that they may identify counseling policies or practices, counseling instruments and counseling materials? Yes_____ No_____

- Have records of counseling contacts for the current school year (or, if these records are unavailable, of a sample two-week period) been reviewed to identify possible differential provision of student counseling services on the basis of sex? Yes_____ No_____

- Have all counselors received information and/or training regarding the nondiscriminatory use and interpretation of tests and counseling instruments administered by the school? Yes_____ No_____

- Have you prepared the following and submitted them to the central administration according to specified format and timelines:

  - assurances of review of all school policies and program plans relating to the provision of counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes_____ No_____

  - assurances of review of all descriptive materials relating to school counseling and testing services and modification where necessary to ensure compliance with Title IX? Yes_____ No_____

  - assurances of review of all manuals, procedural guidelines or other documents pertaining to the responsibilities/job functions of counseling personnel and modification where necessary to ensure compliance with Title IX? Yes_____ No_____

  - assurances of review of all counseling and testing instruments (and procedures for their use) and modification where necessary to ensure compliance with Title IX? Yes_____ No_____

- assurances of review of all counseling materials and modification where necessary to ensure compliance with Title IX? Yes_____ No_____

- assurances of review of all couse enrollments by sex and a description of procedures used to ensure that course enrollments found to be disproportionate (which are 80% or above students of one sex) are not due to sex discrimination in counseling or counseling materials? Yes_____ No_____

Building Staff (Counselors)

- Have you familiarized yourself with the implications of Title IX requirements for nondiscrimination in the counseling process, in counseling instruments and their use, and in counseling materials? Yes_____ No_____

- Have you reviewed records of your counseling contracts by sex of student, source of initiation, and nature of contact, to identify possible evidence of sex bias in the provision of counseling services? Yes_____ No_____

- Do you encourage all students to make academic, career and personal decisions on the basis of individual abilities, interests and values rather than on the basis of sex? Yes_____ No_____

- Have you reviewed all counseling instruments used in your school to determine sources of sex bias? Yes_____ No_____

- Have you familiarized yourself with and applied techniques for the nondiscriminatory administration and interpretation of counseling instruments used in your school? Yes_____ No_____

- Have you reviewed all counseling materials used in your counseling programs or activities for sources of sex bias and modified these materials where necessary to achieve compliance with Title IX? Yes_____ No_____

- Have you submitted to your building administrator or supervisor information concerning any instances of sex descrimination that you have identified in counseling policies or practices, in counseling instruments, or in counseling materials? Yes_____ No_____

STATEMENTS ON TITLE IX AND ERA

1. A woman supplementing a family income should receive the same pay for a job as a man doing that job who is supporting a family.

2. If the ERA is passed, girl's athletics will be threatened because boys could try out for girl's teams.

3. The ERA would have harmful effects on the home and the family.

4. ERA is a step in the direction toward alleviating oppression of all persons, male or female.

5. A married woman with pre-school children is justified in working simply because she wants to.

6. Divorced men should help support their children but should not be required to pay alimony if their wives are capable.

7. Under ordinary circumstances men should be expected to pay all the expenses while they are out on a date.

8. Boys need to be educated so that they will be more cognizant of the broader role of today's women.

9. Most women need and want the kind of protection and support that men have traditionally given them.

10. A woman's first responsibility is to be a feminine companion of men and a mother.

11. A successful woman is less attractive to men.

12. Women prefer working for a male boss.

13. Women in supervisory positions have difficulty dealing with males in subordinate positions.

14. Women think of employment as a job rather than a long-term career.

15. Children raised by non-working mothers are better adjusted than those of working mothers.

16. Husbands of employed women should share in housework and child care.

17. Women do not want full equality if it means equal responsibility.

18. Women's attainment of rights and freedom will be at the expense of males.

Role Play 1 - Problem Profile

A capable high school girl comes to a counselor with a problem. She would like to go to a four-year liberal arts college, although she is unsure of what career she would like to pursue. Her father, who feels that college is more important for her two younger brothers, refuses to pay college tuition, but would be willing to send her to secretarial or nursing school. The girl is not interested in either occupation; her favorite high school subject is history. She asks the counselor to speak to her parents and urge them to change their mind.

Role Play 1 - Client Profile

The family lives in a lower middle class neighborhood in an industrial suburb. The father is a foreman in a factory, and moonlights three nights a week, driving a cab. The mother is a housewife. Besides the high school girl there are two boys, ages 11 and 13. The husband takes pride in his ability to make as much money as many of his neighbors without his wife's having to go to work. The wife takes pride in her tastefully decorated home and her skills in baking unusual pastries. Both parents are high school graduates who completed a general course.

The mother is less resistant than the father to the idea of college, not because she particularly values a college education any more than her husband does, but because she hates to deny her daughter anything she really wants.

In relating to the counselor, the parents are respectful and uncomfortable.

ROLE PLAY 1 -- DISCUSSION QUESTIONS

1. Were the characters believable?
2. How did the counselor respond to the parents' disagreements?
3. How did the parents feel about the counselor's intervention in their disagreement?
4. Why did the counselor choose the counseling approach he/she chose?
5. Did the counselor feel more sympathetic to the same-sex parent?
6. Did the counselor recommend outside resources such as scholarships or loans? Why or why not?
7. Have everyone, including the "counselor", discuss how they might have approached the issue differently.

Role Play 2 - Problem Profile

During a routine advising interview with Charles, a high school junior, you learned that Charles is strongly interested in the medical profession. Your observations of Charles support his stated interests in working with people. However, you are aware that his grades are only slightly above average. You suggested that he come back to talk about opportunities in the medical field. Now he's here!

Role Play 2 - Client Profile

You are a high school junior who has always been interested in helping people. As a Boy Scout, you particularly enjoyed the first aid sections. For a long time, you have wanted to be a physician, but recognize that your grades are probably not good enough. Recently, you have wondered about becoming a nurse, but are afraid people will make fun of you. At your last advising interview, your counselor suggested you return to discuss opportunities in the medical field, which is why you are here.

ROLE PLAY 2 -- DISCUSSION QUESTIONS

1. Were the characters believable?
2. How did the counselor deal with Charles' interest in becoming a doctor?
3. How many alternatives in the medical profession did the counselor suggest? Were they the typical "male" areas of employment or were other options offered?
4. If Charles shared his thoughts about becoming a nurse, how did the counselor deal with this? . . . . verbally and non-verbally?
5. Have everyone, including the counselor share how they might have approached the issue differently.

Role Play 3 - Problem Profile

You are the advisor of a very capable female doctoral student who is just completing her dissertation. It is your opinion that her prospects for making a major contribution to the profession are outstanding. In fact, she has already been offered a position on the staff of a prestigious university. She has asked to speak with you about a problem regarding her decision on this job.

Role Play 3 - Client Profile

You are a female, twenty-eight years of age, just completing your doctorate in counseling psychology. You have an outstanding academic and performance record and have just been offered a position in a department in a prestigious university 1,000 miles from your present location. You want to accept this position, but have a major concern. You are planning to marry this summer. Your financee is also a doctoral student who has one year left to complete his dissertation. He wants to remain in this area. You have decided to talk with your advisor about your situation.

ROLE PLAY 3 -- DISCUSSION QUESTIONS

1. Were the characters believable?
2. Did the fact that the advisor was male or female make any difference in how he/she attempted to help the student?
3. How might the conclusion have been effected if the student had been a male with the same problem?
4. Why did the advisor choose the counseling approach he/she chose?
5. Have everyone, including the "counselor," discuss how they might have approached the issue differently.

Role Play 4 - Problem Profile

You are a marriage counselor. A couple, in their early forties, who have been married for seventeen years come to you with a problem. The husband is a college graduate who works as an engineer. The wife is a college graduate in home economics and has never worked. They have three children, ages 15, 13 and 12. The husband would like to make a career change and his wife is upset by this.

Role Play 4 - Clients' Profile

You are a family of mother, father and three male children ages 15, 13 and 12. You have been happily married for 17 years. You live in an upper middle class neighborhood with an annual income from the husband's job of $32,000. Both of you are college graduates. Wife is a home economics major who has never worked, choosing instead to stay home and raise their children. Husband has been with the company for 15 years and progressed rapidly through the ranks. He has a good salary, job security and many fringe benefits. But, he is unhappy. He has ceased to like or be challenged by his job and would like to make a career change. He has worked in a volunteer program with young children and would like to return to school to become a pre-school/kindergarten teacher. Wife cannot understand why he wants to "rock the boat." She doesn't know what she would do for a job and is a little worried about what their sons and friends will think about her husband as a kindergarten teacher!

ROLE PLAY 4 -- DISCUSSION QUESTIONS

1. Were the characters believable?
2. What was the counselor attempting to do in dealing with this problem?
3. Did the sex of the counselor appear to make a difference in her/his approach to the problem?
4. How did the couple appear to feel about the counselor's approach to their problem?
5. Would the wife have been as concerned about the husband's career choice if the children had been female?
6. Have everyone, including the "counselor" discuss how he/she might have approached the issue differently.

Role Play 5 - Problem Profile

You are the chairperson of a counselor education program, tenured and a full professor. One of your most promising male masters level students has asked to see you about a serious problem he is having. He does well academically, is physically very attractive, and appears to have many friends. You are also his advisor. You know that his problem has something to do with a distinguished tenured female colleague of yours in the psychology department.

Role Play 5 - Client Profile

You are a male student studying for a master's degree in counselor education. You are 25 years of age, physically attractive, doing well academically and have many friends. You are having a problem with one of your female professors in the psychology department. She finds you very attractive and has on several occasions indicated her desire to have sexual relations with you. You thought at first she was joking, but now know differently. This is a course you really want to take for your interest area and she is the only one who teaches it. You feel certain that if you do not comply with her request your grade will suffer, and you want to maintain a high academic average to increase your chances for future graduate work. You do not want to engage in sexual relations with this professor - but don't know what to do to protect your grade. You decide to talk with the chairperson of your department who is also your advisor.

ROLE PLAY 5 -- DISCUSSION QUESTIONS

1. Were the characters believable?
2. Did the advisor appear to believe the student's story? Why? Why not?
3. Did the sex of the advisor appear to influence his/her way of attempting to help the student?
4. How might the counselor have acted differently if the student had been a female in the same circumstances?
5. Have everyone including the "counselor," discuss how they might have approached the issue differently.

Role Play 6 - Problem Profile

You are a counselor in a community mental health center in a middle-class community of about 25,000 people. One of your clients is a recently divorced female of 30 with two daughters, ages 10 and 12. She was married right after high school graduation and has no formal training beyond that. There is a regional public technical institute and a private college in your community. She is coming to you for help in deciding what kind of career training will best help her increase her feelings of self-worth and allow her the financial resources to provide for her children.

Role Play 6 - Client Profile

You are a female, 30 years of age, recently divorced with two daughters ages 10 and 12. You were married right after high school graduation and have no formal training beyond that. You live in a middle-class community of about 25,000 people and have decided to seek help from the local community mental health center on a possible career choice and training. There is a regional public technical institute in your community from which you can receive excellent training in a variety of areas. You have looked through their catalogues, taken some aptitude tests and decided you would really like to enter the program in semi-truck driving. It takes only six months, almost all graduates are immediately placed and receive a good salary and benefits. You really want to do this but are afraid what your family and the community might think and if it will have a negative effect on your daughters.

ROLE PLAY 6 -- DISCUSSION QUESTIONS

1. Were the characters believable?
2. Did the sex of the counselor appear to effect his/her effectiveness? If so, how?
3. What approach did the counselor use in helping the client? Was it effective?
4. Have everyone, including the counselor, share how they might have approached the issue differently.

SOME DAMAGING EFFECTS OF SEX STEREOTYPING ON BOYS AND MEN

Compiled by Feminists-Northwest

A. LOSS OF PERSONALITY AND WORK OPTIONS

1. The damage of stereotyping is even more irreparable for the boy than for the girl. When boys learn stereotyped male behavior there is a 20 percent better chance that it will stay with them for life than when girls learn stereotyped behavior. (P.H. Mussen, "Some Antecedents and Consequents of Masculine Sex-Typing in Adolecent Boys," Psychological Monographs, vol. 75, no. 2 (1961); and P.H. Mussen, "Long-term Consequents of Masculinity on Interests in Adolescence." Journal of Consulting Psychology, vol. 26 (1962, 435-440).

2. Demands that boys conform to social notions of what is manly come much earlier and are reinforced with much more vigor than similar attitudes with respect to girls. Several research studies, using preschool children as their subjects, indicate that boys are aware of what is expected of them because they are boys and restrict their interests and activities to what is suitably "masculine" in kindergarten, while girls amble gradually in the direction of "feminine" patterns for five more years. (Ruth Hartly, "Sex-Role Pressures and the Socialization of the Male Child" in Judith Stacey et al. (eds.), And Jill Came Tumbling After: Sexism in American Education, New York: Dell, 1974, 185-198).

3. Most boys build expectations that are higher than their achievements. . . . Boys who score high on sex-appropriate behavior (possessing masculine outlook and behavior) also score highest in anxiety . . . . Striving to maintain a masculine role is for the boy stressful enough to be associated with manifest anxiety. (Susan W. Gray, "Masculinity-Feminity in Relation to Anxiety and Social Acceptance, Child Development, vol. 28, no. 2 (June 1957, 203-214).

4. Because of the relative absence of fathers from boys' experience . . . the elementary aged boy looks to his peers to fill in the gaps in his information about his role as a male. Since his peers have no better sources of information than he has, all they can do is to pool the impressions and anxieties they derive from the media and their early training. Thus we find over-emphasis on physical strength and athletic skills with almost complete omission of tender feelings or acceptance of responsibility toward those that are weaker. (adapted from Ruth Hartley, op.cit.)

5. Six volumes of studies document that violence in American society is taught, learned and acted upon. Boys are actually encouraged to be aggressive by parents while girls are not. Almost all TV models encourage agression in men. Childhood aggression predictably results in continued undisguised aggression when boys become men. (Warren Farrell, The Liberated Man, New York: Bantam Books, 1974, p. 43; and Robert Liebert, "Television and Social Learning: Some Relationships between Viewing Violence and Behaving Aggressively" (Overview) in Television and Social Behavior: A Report to the Surgeon General from Surgeon General's Scientific Advisory Committee on Television and Social Behavior, vols. 1-5, Washington, D.C.: National Institute of Mental Health, U.S. Govt. Printing Office, 1972).

6. Basically the male stereotype discourages males from speaking openly with one another about their fears, anxieties, and weaknesses. It fosters intellectualizing, bravado, and competitiveness among males, all of which are directly antithetical to more intimate personal exchanges. (Janet Saltzman Chafetz, Masculine/Feminine or Human? Itasca, III: Peacock Publisher, Inc. 1974, p.165).

7. Most boys recognize they cannot prove themselves on all levels. . . but they must still choose between two basic images of what a man is and can be - - images which are apparent from both children's books and numerous other sources. One image is the "physical striving man" and the other the "job striving" man. (Warren Farrell, op.cit. pp. 37-38).

8. There are some further costs of the masculine role. It is well known that males have a life expectancy that is shorter by several years than that of females, and that there is a much higher mortality rate for males between the specific ages of 18 and 65 than for females. Some of the reasons for this are probably related to sex role phenomena. First, males suffer more accidental deaths in sports, on dangerous vehicles like motorcycles, and through violence. Part of the definition of masculinity is personal bravery and adventuresomeness.

   Over and above accidental deaths are deaths from diseases that probably reflect, in part, the masculine emphasis on competition, success, and productivity. The pressure on males to "succeed" in a highly competitive world of work create tremendous stress; in the final analysis, few males can ever sit back and say "I've arrived; I am a success; now I can relax."

   Among the large numbers of males doing less competitive but more repetitious labor, the pressure to persist day in, day out, year after year, in highly alienating work results from the sex role requirement that they provide for their families the best they possibly can in material terms. Heart attacks, strokes, high blood pressure, and other circulatory illnesses probably result in part for such pressures. They undoubtedly also contribute to the much high rate of alcohol and drug abuse among males, which in turn hasten death, and they are reflected in the higher male suicide rate. The proscription on expressing emotions entailed in the masculine role definition probably exacerbates the stresses inherent in the obligation to support a family---financially and emotionally--and to succeed in an often highly competitive "rat race."
   (Janet Saltzman Chafetz, op.cit.,pp. 64-65).

9. In my survey of male employees, I frequently found that when I asked the employee if he would ever consider taking a year off to care for children, he would consistently reply something like: "Personally I would like to do it, but I could really endanger myself here at work--imagine telling my boss I'm going to be a mother for a year!" If I agreed that might be impractical and asked, "Would you actively support a child-care center here in your company?" a not atypical reaction was, "If I keep pushing for things like that, I'll end up Vice President in

9. (continued)
Charge of Girls (laughter)." Over and over the employees seemed scared, even to the point of sweating, to be a part of anything out of the ordinary, particularly if it associated them with something "weaker," like women, or showed what our society considers "weakness" like self-examination. (Warren Farrell, op. cit., p. 48)

B. LOSS OF ACADEMIC POTENTIAL

1. At age six when a boy enters first grade, he may be twelve months behind his female counterpart in development age, and by nine this discrepancy has increased to eighteen months. Thus he is working side by side with a female who may not only be bigger than he, but who seems better prepared to handle school more competently and more comfortably. (Frances Bentzen, "Sex Ratios in Learning and Behavior Disorders," National Elementary School Principal, 46, no. 2 (November 1966, 13-17; as quoted in Nancy Frazier and Myra Sadker, Sexism in School and Society, New York: Harper and Row, 1973, p. 87)

2. Among boys and girls of comparable IQ, girls are more likely to receive higher grades than boys. Also boys, who do equally well as girls on achievement tests get lower grades in school. In fact, throughout elementary school, two-thirds of all grade repeaters are boys. (Gary Peltier, "Sex Differences in the School: Problem and Proposed Solution," Phi Delta Kappan, 50, no. 3 (November 1968), 182-85; as quoted in Frazier, Ibid., p. 92)

3. Boys receive 8 to 10 times as many prohibitory control messages (warnings like: "That's enough talking, Bill. Put that comic book away, Joe") as their female classmates. Moreover, when teachers criticize boys, they are more likely to use harsh or angry tones than when talking with girls about an equivalent misdemeanor. (Phil Jackson and Henriette Lahaderne, "Inequalities of Teacher-Pupil Contacts," in Melvin Silberman (ed.), The Experience of Schooling, New York: Holt, Rinehart and Winston, 1971, pp. 123-134; as quoted in Frazier, Ibid, p. 89)

4. Studies of educational underachievement in the gifted have revealed that underachievement occurs twice as frequently among boys as among girls. (Ruth Hartley, op. cit. p. 185)

C. LOSS OF ABILITY TO EXPRESS AFFECT

1. In addition to the relative absence of fathers from boys' experience, we have evidence that the relations between boys and their fathers tend to be less good than those between girls and their mothers or fathers. (Hartley, op.cit., p. 188)

2. Given the relative absence of male figures during his waking hours, the male toddler is hard pressed to find out what he is supposed to do. When the father is present he usually surpasses the mother in punishing the boy for being too "feminine" perhaps because of his own sex role insecurities. The boy finds out that "boys don't cry,"

2. (continued)
"boys don't cling," and so on, but often on the basis of negative sanctions from parents and peers. (Chafetz, op. cit., pp. 73-74; and David Lynn, Parental and Sex Role Identification: A Theoretical Formulation, Berkeley, CA: McCutchan Publishing, 1969, pp. 57-64)

3. In the long run, however, it is in men's relationships with each other that the proscription against having "feminine" feelings is most costly, because it precludes having a deep intimate involvement with someone who might share similar problems. In our society, where sex and affection are closely intertwined, if one gets too close to other men there is a fear that this affection will be seen as sexual, and homosexuality is the antithesis of masculinity. Furthermore, it would be difficult indeed to be supportive toward those persons with whom one is competing. This ban on emotionality does not necessarily apply to other cultures where men are allowed more latitude in expressiveness; in many European cultures men are allowed to embrace each other without compromising their masculinity. (Deborah David and Robert Brannon (eds.) The Forty-Nine Percent Majority: The Male Sex Role, Reading, Mass.: Addison-Wesley, 1976, p. 50.)

SEXISM-RACISM

Hacker[1] draws parallels between the "Castelike Status of Women and Negroes" under the following headings:

1. High School Visibility (e.g. secondary sex characteristics: skin color)
2. Ascribed Attitudes (e.g. emotionally unstable: more emotional)
3. Rationalization of Status (e.g. Woman's place is the home: all right their place)
4. Accommodation Attitudes (e.g. flattering manner: deferential manner)
5. Discrimination (e.g. limitations on education; should fit "place" in society: ditto)
6. Similar Problems (e.g. roles in flux as a result of social change)

Webster's New Collegiate Dictionary (1974) defines a racist as "an advocate or supporter of racism, a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race." The word sexism, as an analogy to racism, means discrimination based on gender. Although sometimes used only in reference to prejudice against the female sex, the word means any stereotyping resulting in arbitrary discrimination against females or males.

Any stereotyping of another human being denies that person's individuality and is therefore in conflict with the basis from which counselors work. Just as racism may be considered a problem of white awareness which creates a barrier for whites in dealing with the reality of self and society (Ivey and Katz 1977)[2] so also does sexism create a barrier in counseling, limiting the counselor's ability to work with the counselee in a congruent manner. It is, therefore, considered essential that counselor training combat sexism by providing opportunities for counselors to confront sexism in themselves. In human interaction the results of patterning, socialization and adaptation are so complex that to group together learned attitudes to ethnic groups, to persons of the opposite sex, to authority or to any group of individuals is simplistic. In dealing with sexism, the purpose here, it is important to acknowledge that the stereotyping of females and males presents an even greater denial of individuality to those already oppressed by other forms of social, economic and political discrimination.

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[1]Hacker, "Women as a Minority Group," 30 Social Forces, pp. 60-65, 1951.

[2]Ivey, Allan and Judy Katz, "White Awareness: the Frontier of Racism Awareness Training", Personnel and Guidance Journal, April, 1977.

you women are all alike
LADIES FIRST
JUST LIKE A WOMAN
HELL HATH NO FURY LIKE A WOMAN SCORNED
HYSTERICAL FEMALE
CHICK
HEN-PECKING
MOTHER GOOSE
Mother Hen
DUMB BROAD
DUMB BLONDE
UNWED MOTHER
VIRGIN..?!
spinster
old maid
maiden aunt
dried-up prune
wall flower
PLAIN JANE
OLD LADY
GAL FRIDAY
Nothing Like a Dame
DIZZY DAME
POWER
THE EMPTRESS
PLAYMATE OF THE MONTH
FEND 'EM
FEEL 'EM
F---'EM
FORGET 'EM
GIRL BOSS
FASHION PLATE
SEX KITTEN
DELILAH
GAL DAME BROAD
BITCH
bitch-goddess
bitch-on-wheels
hard-nosed bitch
KITTENISH
dog
BEAUTIFUL
SUGAR and SPICE and EVERYTHING NICE
WOMAN'S WORK IS NEVER DONE
keep her barefoot, pregnant, and in the kitchen
WOMAN DRIVER
Sweet Vixen
LOOSE WOMAN
LOST
TRAMP
ROUND HEEL
FLOOSEY
TWO BIT WHORE
PARTY DOLL
WOMAN OF ILL REPUTE
FALLEN WOMAN
FALLEN WOMAN WITH A PAST
Mother Goose
Little Miss Muffet sat in a row
Aggressive or doesn't she?
Knocked up
knock-out
Kitchen Cabinet
Frigidaire
Coldspot
Deepfreeze
Kelvinator
Admiral
Philco
Crosley
Servel
Norge
Westinghouse
Gibson
Coldspot
Deepfreeze
Kelvinator
Admiral
Philco
Crosley
Servel
Norge
Westinghouse
Gibson

71

72

OPINIONNAIRE

Directions: In the blank space in front of each item place the letter(s) that indicate the extent to which you agree with the statement.

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
ST = Strongly Disagree

_____ 1. Men are not as effective parents as women.

_____ 2. There are many occupations that are not suited to males and many that are not suited to females.

_____ 3. I would never want to work for a woman supervisor.

_____ 4. Sex role differences are largely due to physiological differences.

_____ 5. I find it easier to supervise and/or teach women than men.

_____ 6. I find that men make more rational and analytic decisions in the work situation than do women in comparable positions.

_____ 7. When I worked or work in groups of men and women, I find that men assume the leadership roles more often than do women.

_____ 8. I believe that women are more effective parents than are men.

_____ 9. I am more comfortable with agressive men than with agressive women.

_____10. In marital situations, I believe that in the final analysis, the wife should do what the husband wants in terms of conflict resolution.

_____11. I find women to be overly emotional.

_____12. I believe that most men have a stronger sex drive than do most women.

_____13. Women have difficulty supervising men.

_____14. I believe that women are more suggestible and more social than men.

_____15. Men are better at tasks requiring higher levels of cognitive processing than women.

_____16. Men are more competitive than women.

_____17. It seems to me that women tend to mix social and business relationships more than men.

_____18. I believe that women drivers are more erratic than men drivers.

_____19. Motherhood should not hinder a woman from a career to any greater degree than fatherhood hinders a male.

_____20. A woman should be able to have herself sterilized without her husband's permission.

CHECKLIST FOR ASSESSING BIAS IN THE COUNSELING PROCESS*

YES	NO	
___	___	All students are encouraged to consider seriously all programs of study, and to make and activate curriculum choices based on their interests and talents rather than on their sex.
___	___	Students are never discouraged from taking any class because of their sex.
___	___	Students are encouraged to consider career options not traditionally associated with their sex.
___	___	Work/study experiences are not assigned on the basis of sex, either in terms of who participates in the program or in terms of the particular type of work assigned.
___	___	The counseling process places emphasis on individual characteristics rather than on traditional masculine or feminie roles.
___	___	Special programs are provided for students (such as role model seminars and workshops on family relationships, career aspirations and career probabilities) to help overcome the effects of past discrimination.
___	___	Students are provided with career exploratory processes and accurate, up-to-date career information that will enable them to expand their knowledge of career options.

*Susan Frosch, "Guidelines to Implement Title IX of the Education Amendments of 1972 and to Implement State Board Resolution 1974-75" (Maryland State Department of Education, 1975). (Permission to reproduce given.)

CHECKLIST FOR ASSESSING BIAS IN CAREER MATERIALS*

YES	NO	
___	___	Most women (girls) depicted are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrustworthy, devoted, domestic.
___	___	Most men (boys) depicted are characterized as strong, competitive, assertive, objective, practical, independent.
___	___	Personality traits, aspirations, abilities, vocations are identified with sex.
___	___	Most women are depicted as secondary characters (providing services for someone else).
___	___	Most women are depicted as seated and working indoors.
___	___	Most women are depicted in traditional roles of housewife, teacher, secretary.
___	___	Little space and/or serious attention is given to women's accomplishments in a wide variety of fields.
___	___	The female figure is shown less frequently than the male figure.
___	___	Stereotypes of family roles are perpetuated -- the mother never works outside of the home, while the father never works in the home.
___	___	Use of the generic "he" is predominant.
___	___	Most men (boys) depicted are not shown as compassionate, nurturant, artistic, meditative, etc.

*Career materials include printed leaflets, booklets, catalogues, posters and nonprinted media materials that present information on career possibilities.

CHECKLIST FOR ASSESSING BIAS IN INTEREST INVENTORIES

YES	NO	
___	___	The same interest inventory form is used for both males and females.
___	___	The sex composition of the criterion and norm groups is included.
___	___	The sex composition of each scale, i.e., whether male, female or combined sex norms, is clearly indicated.
___	___	Item pools reflect experiences and activities equally familiar to both females and males.
___	___	Occupational titles are presented in gender-neutral terms (letter carrier instead of mailman).
___	___	Use of the generic "he" or "she" is eliminated.
___	___	Technical information provides the rationale for separate scales by sex or combined sex-scales.
___	___	Technical materials include information about how suggested or implied career options are distributed for samples of typical respondents of each sex.
___	___	Interpretive materials encourage both sexes to look at <u>all</u> career and educational options, not just those traditionally associated with their sex group.

CHECKLIST FOR ASSESSING BIAS IN VOCATIONAL EDUCATION

YES	NO	
___	___	Both sexes are encouraged to enter and to be admitted equally to all vocational education programs and facilities.
___	___	The curriculum offering in no way indicates that certain programs are for boys, others for girls. The offerings meet a wide range of interests and abilities.
___	___	Both male and female students are encouraged equally to participate in vocational club activities.
___	___	Different sets of manners and behaviors are expected of male and female students in vocational programs.
___	___	There are no unchallenged derogatory sex-stereotyped characterizations, such as: "Boys are mechanical," or "Girls are not mechanical."
___	___	Career choice materials offer a wide variety of options for both girls and boys.
___	___	Women and men performing the same or similar duties with equal experience and qualifications receive equal salaries.
___	___	There is a formal announcement, search and interview mechanism, that is used equally for all candidates.
___	___	Staff development inservice programs have been conducted to develop sensitivities to sexism.
___	___	There is an active recruitment program in those occupational areas that are not generally chosen by one sex.
___	___	Vocational interest inventory tests have been screened for sex bias in the past two years.
___	___	Instructional materials have been reviewed in relation to sex bias in the past two years.

YES	NO	
___	___	Program content has been redesigned to appeal to students of both sexes (for example, industrial arts and home economics).
___	___	Plans have been made to provide equal rest room facilities in all vocational program areas for both sexes in schools where these facilities do not exist.
___	___	Vocational education public relations material are currently screened for sex bias.
___	___	Co-op programs provide equal enrollment opportunities for both sexes.
___	___	Efforts are made in cooperative programs to provide equal employment opportunites for both sexes.

RATE YOURSELF AND YOUR INSTITUTION - A CHECKLIST*

The reform of education and society are abstract and distant goals. They may be obtained only when we as individuals take actions to affirm our own values and work with others to achieve collective objectives. Listed below are some of the things that you and your institution can do to contribute to the elimination of sexism in education and teacher education. Rate yourself and your institution by indicating how many of these actions have been undertaken or completed.

YOUR INDIVIDUAL ACTIONS - HAVE YOU:

Yes____ No____ 1. Examined your personal sex role socialization experiences and their impact upon your present beliefs, attitudes and values?

Yes____ No____ 2. Examined the effects of your sex role attitudes upon your behavior or expectations for male and female students?

Yes____ No____ 3. Read three articles on the nature of sex role socialization, sex role stereotyping, and its relationship to education?

Yes____ No____ 4. Obtained and reviewed information regarding federal laws prohibiting sex discrimination?

Yes____ No____ 5. Read at least three professional books concerning the issues of sexism and education?

Yes____ No____ 6. Engaged in or designed a personal reading and research program to gain an in-depth understanding of the sex role issues most closely affecting your special academic interests or responsibilities?

Yes____ No____ 7. Reviewed materials used in your courses for sex bias or stereotyping in either content or omissions?

Yes____ No____ 8. Incorporated content, discussion, and activities regarding sex roles, sex stereotyping, and sex discrimination in education into those courses or programs for which you have responsibility?

Yes____ No____ 9. Designed or conducted research or development efforts which address or incorporate considerations of sexism in education?

Yes____ No____ 10. Discussed issues of sexism in education with other faculty or administrators?

Yes____ No____ 11. Designed a workshop or training program to assist others in understanding sexism in education?

12. Reviewed policies or practices of your department or program to identify possible source of sex bias or discrimination?

Yes____ No____ a. Affecting employers?

Yes____ No____ b. Students?

*Prepared by Shirley McCune and Martha Matthews of the Resource Center on Sex Roles in Educati

Yes____ No____ 13. Contacted your professional association with regard to activities, programs, or publications related to sex bias or sex discrimination?

Yes____ No____ 14. Developed a program for systematic correction of the sources of bias or discrimination you have identified?

ACTIONS IN YOUR INSTITUTION

1. Has a systematic institutional self-evaluation been undertaken to investigate sources of sex bias and sex discrimination in:

   a. Employment practices and policies, including:

Yes____ No____ (1) recruitment
Yes____ No____ (2) hiring and assignment
Yes____ No____ (3) promotion
Yes____ No____ (4) provisions for staff development
Yes____ No____ (5) tenure
Yes____ No____ (6) salary

   b. Practices and policies pertaining to students:

Yes____ No____ (1) recruitment
Yes____ No____ (2) admissions
Yes____ No____ (3) treatment
Yes____ No____ (4) employment opportunities

   c. Curriculum content

Yes____ No____

   d. Research and development programs

Yes____ No____

Yes____ No____ 2. Has a policy of nondiscrimination on the basis of sex been formally adopted by the institution and distributed to all students and employees?

Yes____ No____ 3. Has a procedure for handling faculty and student grievances regarding discrimination been developed?

Yes____ No____ 4. Have opportunities for training regarding sex bias and sex discrimination in education and related federal legislation been provided to all staff?

Yes____ No____ 5. Has an outreach program been developed to assist local education agencies with change efforts related to sexism?

Yes____ No____ 6. Are women represented on faculty and governance committees in proportion to their representation on the faculty?

7. Has a plan for continuing systematic investigation of sex bias and the remediation of its effects been developed?

Yes____ No____ a. For employment policies and practices?
Yes____ No____ b. For student programs?

Yes____ No____ 8. Has a program been developed which would assist women and minorities to gain training and experience for positions in educational administration?

WORKSHOP EVALUATION

1. What was the most important thing you learned from this workshop?

2. What was the least important?

3. What aspect of the workshop was the least expected?

4. What ideas and strategies do you plan to take back to your educational setting as a result of this workshop?

5. What additional topic would you like to have included in a workshop on sex-discrimination?

6. Would you like to see a follow-up to this workshop?

7. If yes, what would be most useful?

PLEASE CHECK:

Counselor Educator_____; Guidance Supervisor_____; Counselor_____; Administrator_____;

College/University_____; K-12 Schools_____; Agency_____; Private Practice_____

Female_____ Male_____ Date_____

City_____

State_____

Please add your name and address is you so wish.

Name_____

Address_____

SUGGESTED RESOURCES

A Handbook for Workshops on Sex Equality in Education. Verheyden-Hilliard, Mary Ellen, American Personnel and Guidance Association, Washington, D.C., 1976.

A Manual for Identifying Sex Bias Explicit in the Content of Test Items. Butler-Nalin, Kay; Lockheed, Marlaine E.; Ekstrom, Ruth B.; Donlon, Thomas F. with Clemson, Eleanor M. Princeton, New Jersey: Educational Testing Service, 1975, 48 pages.

Career Counseling: New Perspectives for Women and Girls. 1972. Business and Professional Women's Foundation. A selected annotated bibliography in two sections: the first contains research materials on counseling and career choice; the second relates to specific careers where they can be found and how to go about getting jobs. Available from BPW, 2012 Massachusetts Avenue, NW, Washington, D.C. 20036, 50 cents.

Career Exploration for High School Women: A Model. Birk, J. and Tanney, M. 1972. National Education Association. A model designed to heighten awareness of junior and senior high school girls to the effects of sexism on women's roles. Available from the NEA, 1201 16th Street, NW, Washington, D.C. 20036.

Comparing the Sexes on Achievement Items of Varying Content. Donlon, Thomas F.; Ekstrom, Ruth B. and Lockheed, Marlaine E. Princeton, New Jersey: Educational Testing Service, September, 1976, 39 pages.

Counseling Girls and Women Over the Life Span. Matthews, Esther E.; Feingold, S. Norman; Berry, Jane; Weary, Bettina; and Tyler, Leona E. Washington, D.C.: The National Vocational Guidance Association, 1972, 96 pages.

Counseling Women. A special issue of the Journal of the National Association for Women Deans, Administrators and Counselors. Fall, 1974. Focus is on the attitudes and needs involved in counseling the college woman. Available from NAWDAC, 1028 Connecticut Avenue, NW, Washington, D.C. 20036, $2.00 single copy.

Exploring Interests: A Nonsexist Method. Dewey, C. F. Personnel and Guidance Journal, Volume 52, 1974. Discussion of counseling techniques developed by author, which attempts to break down sex-role stereotypes by offering alternatives to both men and women, neutralizes sexist language of occupations, and explores sex bias in the counseling process. Write for reprint to American Personnel and Guidance Association, 1607 New Hampshire Avenue, NW, Washington, D.C. 20009.

Facilitating Career Development for Girls and Women. National Vocational Guidance Association, Washington, D.C., 1975.

Free to Choose--Decision Making for Young Men. Mitchell, Joyce Slayton. New York: Delacorte Press, 1976, 261 pages, $7.95.

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories. National Institute of Education, Education and Work Group. 1974. U. S. Department of HEW, NIE, Washington, D.C. 20208. Program presents a comprehensive analysis of sex bias in the test, inventory, technical information and interpretative information.

Help Wanted--Sexism in Career Education Materials. Princeton, New Jersey: Women on Words and Images, 1975, 51 pages, $2.50.

I Can Be Anything--Careers and College for Young Women. New York: College Entrance Examination Board, 1975, 256 pages.

Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Diamond, Esther E., ed. Washington, D.C.: Department of Health, Education and Welfare, National Institute of Education, Career Education Program, Spring, 1975, 219 pages.

Other Choices of Becoming A Woman. New York: Delacorte Press, 1974, 258 pages, $7.95.

Realistic Counseling for High School Girls. Tiedt, Iris M. And Jill Came Tumbling After: Sexism in American Education, 1974, Dell Publishing Co., New York, New York.

Sex Discrimination in Guidance and Counseling (309 pages) and Sex Discrimination in Guidance and Counseling--Annotations. Harway, Michele; Astin, Helen S.; Suhr, Jeanne M.; and Whiteley, John M. Washington, D.C.: U. S. Department of Health, Education and Welfare, National Center for Education Statistics, 1976.

Sex Discrimination Counseling. Pendergrass, Virginia, et al. American Psychologist, January, 1976, pages 36-46.

Sex Role Stereotyping and Clinical Judgements of Mental Health. Broveman, I., et al. Journal of Consulting and Clinical Psychology, 1970, 34. KNOW, Inc. reprint, P. O. Box 86031, Pittsburgh, Pennsylvania 15221. Paper studies the assumptions of clinical psychiatrists and psychologists about the healthy male, healthy female, and the healthy adult, 40 cents.

Sexist Counseling Must Stop. Gardner, J. Personnel and Guidance Journal, May, 1971, 49. KNOW, Inc. reprint, P.O. Box 86031, Pittsburgh, Pennsylvania 15221. Call for change in counseling. Includes a useful chart listing similarities between two oppressed groups: women and blacks, 30 cents.

The Counselor's Workshop: Sex Role Stereotyping in Career Awareness. Myrick, Robert D. and Moni, Linda S. Elementary School Guidance and Counseling, December, 1972, 135-139.

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. 1973. Pennsylvanians for Women's Rights. Discussion of sex-role socialization in schools as it relates to the aspirations of women and their place in society. Available from the Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

Women and ACES: Perspective and Issues. Association for Counselor Education and Supervision, Washington, D.C., 1974.

The American Male. Brenton, M. New York: Coward-McCann, 1966.

The Liberated Man. Farrell, W. New York: Random House, 1974.

The Hazards of Being Male: Surviving the Myth of Masculine Privilege. Goldberg, H. New York: Nash Publishing, 1976.

Masculinity. West Nyack, New York: Schloat Productions, 1974.

Men's Liberation. Nichols, J. New York: Penguin Books, 1975.

Roles and Relationships. Stanford, B., and Stanford, G. New York: Bantam Books, 1976.

AUDIO-VISUAL MATERIALS ON SEX-ROLE STEREOTYPING

A Chance to Choose. American Personnel and Guidance Association. Cassette/filmstrip, 15 minutes. Deals with sex equality in guidance and counseling.

Anything You Want To Be. 16mm., 30 minutes, Mtn. Bell (Telephone Company). Shows men and women in non-traditional jobs.

Dick and Jane: Why Jane Can't Win. Oregon Education Association. Slides and cassette, 30 minutes. Explores sex-role stereotyping in readers with an emphasis on career choices.

Images of Males and Females in Elementary School Textbooks. 35mm slide show, 45 minutes. Resource Center on Sex Roles in Education, Washington, D.C.

Masculinity. Series of four filmstrips and cassette tapes. Schloat Production. Study of men today: their roles, their impact upon the world in which they move. Masculinity discusses the validity of certain long-held assumptions about men and masculinity, the degree of which myth and traditional stereotypes have influenced these assumptions, and what options and new directions men now have open to them.

Men's Lives. 16mm, 43 minutes. Film explores the American idea of masculinity. New Day Films, P.O. Box 315, Franklin Lake, New Jersey 07417. Cost $500. Rental $56/day.

On Women. A series of six cassette tapes on the following topics:
Sex discrimination exists and it limits women
Cultural hand-ups with sex roles
Unwinding from "traditional" roles: What Can We Do?
Planning a women's group
A women's group
Group exercises to reduce stereotyping
Group exercises to reduce competitiveness
Assertiveness Training in women
Group exercises to enhance closeness
Sex discrimination in counselors
Sex discrimination workshop for counselors
Counseling the woman student
-Affective House, P. O. Box 35321, Tulsa, Oklahoma 74135.

Sex Role Stereotyping in the Schools. National Education Association. Series of three filmstrips and records. Examines sexism in an objective light, directs viewers to examine what's happening in the schools and ways to encourage children to follow their interests and abilities as independent human beings, rather than as girls or boys.

Sugar and Spice. 16mm., Odeon Films, 30 minutes. Professional documentary on non-sexist curriculum in pre and elementary schools.

Title IX and the Schools. Ten minute filmstrip and cassette. General presentation on Title IX. Claremont Educational Resources, P. O. Box 998, Claremont, California 91711.

Women Today. Defines and explores key feminist issues; challenges students to discuss the movement's impact on their own lives and thinking, its effects on American society. Features exclusive comment by leading observers and activists. Two filmstrips, two cassettes. Guidance Associates, 757 Third Avenue, New York, New York 10017.

GUIDELINES FOR ASSESSMENT OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST INVENTORIES

Department of Health, Education and Welfare
National Institute of Education
Washington, D.C. 20208

First edition
July, 1974

The attached guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE Career Education Staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C. in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines, the following working definition of sex bias was used:

> Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit - or might cause others to limit - his or her considerations of a career solely on the basis of gender.[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition then previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, Issues of Sex Bias and Sex Fairness in Career Interest Measurement, available from the Career Education Program, National Institute of Education, Washington, D.C., 20208 in October 1974.

The term "career interest inventory," as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling, career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).
The guidelines do not represent legal requirements. They are intended as standards a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) Standards for Educational and Psychological Tests (1974) requires them to produce, and b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for

interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972 (1972), or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decision-making. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. THE INVENTORY ITSELF

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms-i.e., whether male, female, or combined sex norms-for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

II. TECHNICAL INFORMATION

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale.

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity-if not for each sclae, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male-normed and female-normed, for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every five years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. INTERPRETIVE INFORMATION

A. The user's manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at all career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g. letter carrier instead of mailman) or both male and female titles should be presented (e.g. actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that a) people in general are of the male gender, and b) certain social roles are automatically sex-linked.

H. The user's manual a) should state clearly that all jobs are appropriate for qualified persons of either sex; and b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The user's manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons re-entering paid employment or education and persons changing careers or entering post-retirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of non-stereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both user's manuals and respondent's materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information-skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores and the like-in making any career decision. However, the possible biases of these variables should also be taken into consideration.

FOOTNOTES

[1]For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

[2]An alternative interpretation of sex bias has been suggested by Dr. Dale Prediger and Dr. Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely. an interest inventory is not sex-restrictive if each career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by Dr. John L. Holland:

> An inventory is unbiased when its experiemental effects of female and male respondents are similar and of about the same magnitude-that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work...The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

A fuller explanation of these interpretations will appear in Issues of Sex Bias and Sex Fairness in Career Interest Measurement (U.S. Government Printing Office, 1974, in press).

THE EQUAL RIGHTS AMENDMENT

The following are excerpts taken from the pamphlet "The Equal Rights Amendment, A Lifetime Guarantee" published by the American Civil Liberties Union, 22 East 40th Street, New York, N.Y. 10016. Please write to them for the complete pamphlet.

WHAT DOES THE ERA PROVIDE?

> Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

The ERA provides that women and men are equal under the law. This does not mean that women and men are the same, but that the law cannot treat them differently solely because of their sex. ERA applies to government action, but not to private action.

Constitutional amendment is our highest form of lawmaking. It is a method used sparingly (only 26 times in our 200 year history), and only when there is a need to establish a principle not yet included in the Constitution. For example, race discrimination was not illegal under the Constitution until 1868, the year the fourteenth amendment was adopted. The principle that women and men are equal before the law is not now expressed in the Constitution.

Because our Constitution does not contain a guarantee of equal rights for women and men under the law, the nation's statute books and governmental practices have always closed doors and limited opportunities solely on the basis of sex. Throughout our history, legislators have passed numerous laws that mandate or presuppose different roles for men and women. These laws harm all people whose talents, preferences or life situations make them unable or unwilling to conform to the stereotype for their sex. Until five years ago, the Supreme Court consistently upheld even the most blatantly arbitrary and unjust laws - laws that said women couldn't be lawyers or bartenders, laws that effectively kept women off juries, laws that limited women's working hours and thus denied them overtime pay and promotions. In 1971, the Court began to find some sex discriminatory laws unconstitutional, but the Court's position vacillates from case to case. In 1974, for example, the Court held that it was not even sex descrimination to deny pregnant workers disability payments for their pregnancy-related disabilities when all other workers were entitled to disability payments, whatever the cause of their disability. Men, too, felt the impact of unequal laws when the Court ruled that same year that needy widowers could be denied property tax exemptions available to widows.

Such laws are unjust because they use gender rather than ability or need to determine an individual's rights, responsibilities and benefits. The effect of these laws is to steer people into sex tracts and to deny them freedom to choose the path marked out by their own capacities and aspirations. Some sex discriminatory laws were intended to serve worthy purposes, but those purposes can be accomplished more effectively by legislation based on what people do, rather than who they are-women or men. Laws can treat people according to their function rather than their sex. For example, laws that keep women off juries have been premised on the belief that mothers want to stay home to take care of their children; such laws can be rewritten to excuse from jury service any person (man or woman) actually engaged in caring for a child or other dependent relative. A law written in this manner protects women and men who need to stay home because of the job they are doing there. At the same time, a law so written would assure that greater numbers of women, including all those without dependent care responsibilities will serve on juries. Similarly, tax exemptions designed to help needy elderly people can be written to help all such needy persons-whether male or female.

Adoption of the ERA is necessary to safeguard to all persons the right to pursue their individual talents and capacities free of sex discrimination. This assurance will be accomplished by the ERA's firm direction for an end to outmoded sex-role stereotyping in laws and governmental practices. Government should not pigeon-hole people on the basis of their sex. Rather, it should respond to the needs of individuals and the functions they perform. Only by amending our Constitution to provide for equal treatment for men and women under the law can we thoroughly and comprehensively wipe out the sex discrimination that has pervaded our legal system for the past two hundred years, and insure equal justice in the future.

DOES THE EQUAL PROTECTION CLAUSE OF THE FOURTEENTH AMENDMENT ELIMINATE SEX DISCRIMINATION?

No. The equal protection clause of the fourteenth amendment was adopted after the Civil War for one central purpose-to prohibit race discrimination. In the current century, the United States Supreme Court has interpreted that clause in race cases with unyielding vigor; race discrimination is consistently declared impermissible under the equal protection clause. This is not the case with sex discrimination. Not until 1971 did the Supreme Court rule in favor of a woman who complained of unconstitutional sex discrimination. Since them, the Court has upheld sex discrimination in some cases and rejected it in others. This inconsistency shows that the fourteenth amendment, though it supplies a clear principle to guide the Court's action in race discrimination cases, does not provide such a principle in cases of sex discrimination. The ERA would provide that principle-it would reflect the public consensus that sex discrimination is a matter of national concern and that its eradication is a national priority.

WHAT WILL THE ERA DO?

The most important across-the-board effect the ERA will have is to outlaw sex discrimination by government in much the same way the fourteenth amendment outlaws race discrimination. No longer will courts have leeway to uphold sex discriminatory practices as they have, often casually or even flippantly, for the past hundred years. As recently as 1976, for example, a United States Court of Appeals ruled that girls could be barred from a public, all-male, prestige high school even though that school offered science facilities-such as a planetarium and cyclotron-not available in the supposedly "comparable" girls school. Under the ERA, "separate but equal" public schools would be as illegal for boys and girls as they are now for blacks and whites.

The ERA would reach a broad range of widely used sex-discriminatory laws and government practices. For example, the ERA would outlaw securely and permanently these practices harmful to women:

- all discrimination in public schools, from de facto segregation of vocational schools to exclusion of women from athletics programs;
- discrimination in public employment such as that which relegates women to the lowest-paid jobs;
- discrimination against pregnant workers which denies them such government benefits as unemployment compensation when they are able to work and temporary disability payments when they are unable to work;
- denial of social security and other government benefits to the families of employed women, when those benefits are paid to the families of employed men;
- denial to women prisoners of education and recreation benefits commonly given men, such as law libraries, physical exercise facilities or training for more highly paid "men's" jobs;
- prosecution of female (but not male) juveniles for minor offenses like staying out late;
- quotas on women's enlistment in the military, and bars on such vocational opportunity as pilot training;
- requirements that married women use their husband's surnames, rather than their own birth names, for such purposes as voting or motor-vehicle registration;
- all sex-based legal presumptions with regard to the ownership or control of marital property, for example, presumptions that all household goods are owned by the husband; and
- statutory age differences which for example, subject girls to juvenile offender laws punishing non-criminal behavior until they are 18 but boys only until they are 16, or establish different ages of majority for various legal purposes.

The ERA would also end the attitude embodied in the law that women are second-class citizens with second-class responsibilities. If a military draft is reenacted, both men and women will be suject to the draft; parents with child-care responsibilities could be exempt, of course, as long as the exemption applied to both men and women. Similarly, women will be equally responsible for jury duty, and men and women alike will be excused when child or other dependent care obligations conflict with jury service. Finally, alimony (maintenance) and child support laws will not rest on the notion that all men are independent breadwinners and all women are dependent caretakers of home and children. Dependent men who have fulfilled homemaker and child-rearing roles will be entitled to maintenance and child support if their wives are family breadwinners; dependent women in the same situation would continue to be entitled to maintenance for themselves and support for children in their custody.

WILL THE ERA WIPE OUT THE RIGHT OF A WOMAN AND HER CHILDREN TO BE SUPPORTED BY HER HUSBAND?

No. This scurrilous misrepresentation has been advanced by ERA opponents to scare the public. The ERA would require that any support be written in a sex neutral fashion-i.e. that support flow from the spouse able to give it to the spouse who needs it. In most cases, this means support will run from the husband to the wife and children. No spouse who needs support would be denied it as a result of the ERA. As a practical matter, most states have already conformed their support laws to this sex neutral principle. Thirty-three states now have support laws that do not designate the sex of the spouse on whom the support obligation is placed.

The dwindling minority of states that still have sex-discriminatory support laws will have two years from the day the ERA is adopted to rewrite their law in a sex neutral fashion. It is preposterous to suggest that any sane legislature would repeal support laws altogether, rather than extend the right to support to dependent men. Not only would that be senseless from a public policy point of view, it would also be political suicide for any legislator who voted for repeal.

In the unlikely circumstance that a state does not rewrite a single-sex support law, a court might have to do the job. Opponents of the ERA say that courts would invalidate nonconforming support laws, leaving needy women and children bereft of support. This too is not true. In deciding what to do with nonconforming laws, courts would be guided by the ERA's legislative history-that is, by favorable Congressional committee reports and statements of the ERA's Congressional sponsors or of committee members supporting the ERA. The ERA legislative history on support laws unequivocally states that

> ...where one spouse is the primary wage earner and the other runs the home, the wage earner would have a duty to support the spouse who stays at home in compensation for the performance of her or his duties.

(Senate Judiciary Committee's Majority Report, as reprinted in the Congressional Record, March 22, 1972).

Guided by this legislative history, courts would extend a single-sex support law to the previously excluded sex in order to save its constitutionality. Thus, a genuinely dependent husband would be able to seek maintenance payments from a breadwinner wife under this extension principle. If a breadwinner husband were to try to avoid paying maintenance to a dependent wife, by arguing that a single-sex support law should be invalidated under the ERA, the court would likely find he was not the proper party to raise the issue, since he was not arguing for extension of support as Congress intended.

Legislative history and the difference between extension and invalidation of nonconforming laws are important concepts in understanding the effect of the ERA on all issues. ERA opponents look to legislative history and the principle of extension only when they think it serves their interest to do so. For example, they point to a military draft law and say that it would be extended to women, not invalidated. In the very same breath they proclaim a support law would be invalidated, not extended-even though that result is plainly contrary to the legislative history. Such dishonesty is clearly intended to manipulate the public rather than to inform it.

WILL THE ERA STRENGTHEN THE ECONOMIC RIGHTS OF THE HOMEMAKERS?

Yes. Most people do not realize how inadequate homemakers' support rights have been in fact under the existing legal system. While spouses are living together, women cannot go to court to get adequate support; this right matures only upon separation or divorce. The right to periodic alimony or child support payments is often meaningless because husbands frequently default and enforcement is difficult. And property acquired during the marriage is often left entirely in the hands of the husband who has been the sole breadwinner and has placed all property in his own name. Courts refuse to look beyond the formal title, in part because the wife's homemaking and childrearing contributions to the marriage are viewed as economically valueless.

Reform associated with the ERA has led already and will lead to new laws based on the concept that in marriage man depends on woman fully as much as woman depends on man. Accordingly, these laws provide not only for maintenance or support, but also for an equitable division of property should the marriage break down. This means that even in a non-community property state, a husband cannot secure his assets against his wife's claim to a fair share simply by putting the property (house, securities, bank account) in his own name. Rather, we may expect to see for the first time throughout the nation recognition of the very real contribution both spouses make to the marriage, whether their activity is inside the home or outside it. The inside partner will gain a fair share in any assets built up during the marriage and will not be left with only a claim, often difficult to enforce, for periodic support payments.

WHAT ABOUT COED BATHROOMS?

The legislative history of the ERA, and constitutional principles of personal privacy, are very clear on this point, too: the ERA will not require sex integrated bathrooms, nor will it require sex integration in any public facility in which people engage in personal bodily functions. Thus, separation would be permitted in sleeping facilities such as dormitories, as well as restrooms, locker rooms and public showers.

WILL WOMEN BE DRAFTED UNDER THE ERA?

If a draft is reinstated, women will be subject to it just as men are. Exemptions for child or other dependent care responsibilities, physical incapacity, and hardship will be available to women as well as to men. Women fully qualified to do so could serve in combat units; they would be subject to physical fitness standards for such service as stringent as those applicable to men.

More importantly, however, under the ERA women will have equal opportunity to enlist in the armed forces, and to receive valuable job training, educational benefits, medical benefits, retirement benefits, and all employment preferences accorded veterans. Currently, service opportunities for women who seek them are far more limited than they are for men.

WILL THE ERA REQUIRE PRIVATE CLUBS, CHURCHES, AND OTHER PRIVATE GROUPS TO CEASE ANY SEX DISCRIMINATORY PRACTICES?

No. The ERA applies only to actions of the government. It does not apply to private persons, groups, or organizations. In this respect, the ERA is similar to the fourteenth amendment.

WILL THE ERA AFFECT THE LEGAL STATUS OF ABORTION?

No. The Supreme Court reached its decisions in the abortion cases based upon principles now contained in the Constitution. The ERA would neither add nor detract from those decisions.

HOW DO I KNOW THAT THESE IMPORTANT RESULTS, AND NOT ALL THE AWFUL THINGS THE OPPONENTS HAVE BEEN SAYING, ARE TRUE?

The best answer to this question comes from examining the facts - what has actually happened under state ERAs. Many states have adopted a state ERA in this decade. Two of them provide good examples-New Mexico and Pennsylvania. The New Mexico legislature did its job once the state ERA was adopted and conformed all its laws to the equality principle. A sex neutral support law was part of the reform. None of the horrors cited by ERA opponents has happened in New Mexico, and there has been very little litigation.

The Pennsylvania legislature did not conform all of its laws when the ERA was passed, so there has been a great deal of ERA litigation. The results of that litigation and subsequent statutory reform are along the lines described above-sex discriminatory benefits have been extended to the previously excluded sex, and sex discriminatory burdens have been struck down. Needy or dependent women have not been deprived of any support right they had prior to adoption of the state ERA.

In no state where an ERA has been adopted are men and women forced to use the same bathroom. Nor has homosexual marriage been legalized. Nor have unwilling women been forced to go out and work.

These are the facts. They cast revealing light on the quality of the fear campaign waged by ERA opponents.